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DEPARTMENT OF AGRICULTURE
WASHINGTON, D.C.

November 14, 1938.

To the Members of the Association of
Land-Grant Colleges and Universities:

The attached report presents an analysis of the data assembled during the past several months on the college and university training of 7,873 extension workers.

The questionnaires were distributed by the Federal and State Extension Services, in cooperation with the chairmen of the Association and Department committees on Government-career training. State summaries of the data were made by the State Extension Services themselves and these were then compiled by staff members of the United States Department of Agriculture.

We trust that the interesting and valuable data presented in this report will be helpful to members of the Association and of the Department of Agriculture who are interested in personnel training.

Very truly yours,

W W Stockberger

W. W. Stockberger, Chairman,
Committee on Career Training,
U. S. Dept. of Agriculture.

F. A. Middlebush

F. A. Middlebush, Chairman,
Committee on Training for the
Government Service,
Association of Land-Grant
Colleges and Universities.

Attachment.

1250-38

Cooperative Extension Work in Agriculture and Home Economics

Extension Service Circular 295 November 1938

Extension workers,
Training of Extension workers
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PREPARATION AND TRAINING OF EXTENSION WORKERS

Survey of 7,873 Extension Employees - 1938

✓ ✓

By M. C. WILSON, in charge, and LUCINDA CRILE, Assistant,
Extension Studies and Teaching Section

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DISTRIBUTION: A copy of this circular has been sent to each State extension director; State leader in county agricultural, home demonstration, and 4-H Club work; land-grant college president; State college of agriculture and home economics dean; agricultural and home economics college library, and experiment-station library.

FOREWORD

This study of the preparation and training of extension workers was undertaken as a part of the functions of the Joint Committee on Training for Government Service, consisting of F. A. Middlebush, Missouri, chairman, Lloyd M. Short, Minnesota, and R. G. Rightmire, Ohio, representing the Land-Grant College Association; and W. W. Stockberger, chairman, E. C. Auchter, C. B. Smith, C. A. Browne, C. R. Ball, and C. F. Taeusch, representing the United States Department of Agriculture. It is an outgrowth of a study of the training of some 1,500 top-ranking members of the staff of the Department of Agriculture, made a year or more ago.

The survey of the Extension Staff was largely planned by M. C. Wilson of the Federal Extension Service, and Carl F. Taeusch of the Program Planning Division of the Department. The collecting, assembling, tabulating, and analyzing of the data and the preparation of this report have been the responsibility of M. C. Wilson and Lucinda Crile of the Section of Extension Studies and Teaching.

In keeping with the previous study of the Department Staff this study brings out the nature of the subject-matter training of extension employees, and their judgment regarding the subjects which have proved helpful in extension work, as well as the subjects which should have received greater emphasis. The results shed light upon the aptness of the agricultural and home economics curricula in preparing men and women for careers in extension education. Each dean of a land-grant college and each State extension director will find it profitable to analyze the data from the extension workers of his State, and make comparisons with the national picture presented in this report.

When similar surveys have been made of other vocational units now staffed largely by graduates of colleges of agriculture and home economics, a composite picture can be derived from the information and opinions submitted by the products of the land-grant colleges of the 48 States and 3 territories. Such a summary should provide a sound, empirical basis for determining the direction, and perhaps the extent, of such curricular changes as would seem necessary and desirable in the training of men and women, even better than in the past, for careers in agriculture and closely related fields.

Carl F. Taeusch

Carl F. Taeusch,
Executive Secretary,
Committee on Career Training,
U. S. Department of Agriculture.

PREPARATION AND TRAINING OF EXTENSION WORKERS

INTRODUCTION

Technical training in agriculture or home economics as acquired in a 4-year course at a land-grant college leading to a B.S. degree is generally accepted as minimum preparation for those desiring to enter extension work. While there are usually no specific requirements as to training in such professional subjects as principles of education, applied psychology, rural social problems, agricultural journalism, public speaking, agricultural economics and the like, a general knowledge of these fields is considered desirable. Many States are also beginning to emphasize the importance of prospective extension workers receiving training in the history, philosophy, and methods of organizing and conducting extension teaching prior to entering the service.

The magnitude and growing importance of the duties imposed upon the county extension worker as leader and coordinator of Federal and State programs for rural people, operative within the county, demand a highly trained personnel. With more than a thousand assistant agent positions in the extension system it is possible for promising young people to start serving their apprenticeship almost immediately upon completing their college work, without first acquiring several years of experience in some other field. It is therefore encumbent upon those responsible for the curricula of land-grant colleges to outline a preparatory training program pointed directly toward extension teaching as a career.

Purpose and Scope of Study

The experience and judgment of the host of capable men and women who compose the field staff of the Cooperative Extension Service (numbering 8,529 on December 31, 1937) furnishes the best source of information upon which to base a broad, practical program of personnel training both preparatory and in-service. Proceeding on this assumption, the State extension Services were requested to obtain from each member of the professional staff information as to undergraduate and advanced study; courses taken which had proved helpful in the conduct of extension teaching; courses in which additional work would have been desirable; importance of advanced study; professional courses in extension methodology and program planning; apprenticeship training; value of various kinds of practical experience; and suggestions for specific courses to be included in special summer session courses designed to meet the needs and interests of in-service workers.

The whole-hearted cooperation of the 51 State and territorial extension services accounts for inclusion in the national summary of the information, experience, and judgment supplied by 7,873 extension workers, or

92 percent of the total number of such employees on the extension service rolls at the close of 1937. Of the total number covered in the study 467 were Negro extension workers, 3,494 white agricultural agents and assistants, 1,743 home demonstration agents and assistants, 284 county 4-H Club agents, 1,356 subject-matter specialists, and 529 administrative and supervisory officers. Detailed information as to the number of workers in each kind of extension position, who returned usable questionnaires is given in table 1.

Table 1.--Number of extension workers included in study

Position	White	Negro	Total
Agricultural agent	2,866	237	3,103
Assistant agricultural agent	628	xx	628
Home demonstration agent	1,657	189	1,846
Assistant home demonstration agent ...	86	xx	86
4-H Club agent	284	xx	284
Agricultural specialist	1,095	xx	1,095
Home economics specialist	261	xx	261
Supervisor agricultural agents	162	18	180
Supervisor home demonstration agents..	131	14	145
Supervisor 4-H Club work	147	9	156
Extension director and asst. director.	89	xx	89
Total	7,406	467	7,873

The questionnaires were filled out during the early part of 1938. For the most part the State summaries were prepared in the State extension offices. In compiling the national summary, it was necessary in a number of instances to fall back upon the original questionnaires for the detailed information necessary to the accurate combining of State totals. Inasmuch as the totals for white and Negro extension workers tend to obscure the real situation for the different extension positions, and since it is somewhat difficult to discuss in one manuscript the data for each of the 16 extension groups involved, it has seemed best to place the detailed tables covering the different positions at the back of the report (Appendix A), and to treat in the body of this report the information relating to white county agricultural agents, home demonstration agents, and 4-H Club agents. These three groups comprise nearly three-fifths of the extension personnel, are engaged directly in the teaching of rural people, and present the largest as well as the most difficult training problems. From time to time, however, important differences between those in these positions and those in other extension groups will be pointed out.

Those readers who may be interested in studying the information presented in terms of the wording of specific questions will find a copy of the questionnaire at the back of the circular (Appendix B).

TENURE

The average extension worker at the beginning of 1938 had been an employee of the Cooperative Extension Service a little more than 8 years, 6 of which were in connection with the position then held. County agricultural agents had been in the service one-half year longer than the average of all extension employees and from 3 to 4 years longer than home demonstration agents and 4-H Club agents (table 2, and appendix A, p.1). The shorter periods of service of both home demonstration and 4-H Club agents is due to the large proportion (60-65 percent) of workers in these two groups who were first employed within the past 4 years. The high percentage of new employees in the home demonstration and club agent positions reflects the relatively high turnover of personnel, and the expansion of these two lines of work to new counties since the Bankhead-Jones Federal Extension funds became available to the States in July 1935. That the increase in assistant agricultural and home demonstration agents has largely taken place since the passage of the Bankhead-Jones Act is evidenced by the 85 percent of employees in these groups who have been in the service 4 years or less. The fact that assistant agent positions, to a considerable extent provide apprenticeship training for county positions of full responsibility, contributes to short tenure in assistant agent positions.

Table 2.--Tenure of office
County extension agents - White
(Assistant agents not included)

Item	Agricultural agents	Home demonstration agents	4-H Club agents
Number of workers included in study...	2,866	1,657	284
Percentage who have been in extension work:			
Less than 2 years	4.6	19.6	22.5
2 - 4 years	31.8	41.9	43.0
5 - 9 years	21.2	14.3	15.9
10 - 14 years	17.0	11.5	11.6
15 - 19 years	11.9	7.0	4.9
20 years and over	13.5	5.7	2.1
Average years in extension	8.7	5.5	5.0
Average years in present position	6.6	4.4	4.1
Average age	37.8	34.0	30.6

In general, county agricultural agents are about 4 years older than home demonstration agents and 7 years older than 4-H Club agents. Agricultural specialists average nearly 3 years older than agricultural agents. Home economics specialists are about 8 years older than home demonstration agents and 1 to 2 years older than agricultural specialists. The supervisory groups average nearly 4 years older than specialists, and over 4 years younger than the administrative group. Present assistant agricultural and assistant home demonstration agents were 27 and 25 years of age, respectively, when they received their first appointments to the extension service. There seems to be a growing tendency to appoint younger persons to extension positions.

COLLEGE TRAINING AND DEGREES RECEIVED

That extension workers are a well trained group of people is shown by the fact that 99 percent reported undergraduate college study and 42 percent reported advanced study. The average number of years reported was 4.0 for undergraduate work and 1.0 for advanced work (Appendix A, p. 1).

Practically all of the county agricultural agents, home demonstration agents, and 4-H Club agents reported undergraduate college study (table 3). Advanced study was reported by 34, 43, and 26 percent of the three groups respectively. This variation shows the only significant contrast in the comparison of the amount of college work. Each group reported an average of about 4 years of undergraduate study and slightly less than 1 year of advanced study. In the matter of degrees received the percentages are also about equal throughout, the range being from 83 percent to 86 percent for bachelor's degrees (only) and from 6 percent to 8 percent for master's degrees (but no doctor's degrees). From 8 percent to 10 percent reported no degree.

Table 3.--College training and degrees
County extension agents - White
(Assistant agents not included)

Item	Agricultural agents	Home demonstration agents	4-H Club agents
Percentage reporting:			
Undergraduate work	98.8	99.8	99.3
Advanced work	34.3	43.1	25.7
Average years:			
Undergraduate work	4.0	4.0	3.9
Advanced work	0.7	0.7	0.8
Percentage reporting degrees:			
Bachelor's only	83.6	83.0	85.6
Master's but no doctor's	8.0	7.4	6.0
Doctor's	. .	. .	. .
No degree	8.4	9.6	8.4

Comparison of all 16 of the position groups shows a much greater contrast than that of the three principal agent groups. The home economics specialists reported over four-fifths of their number as having had advanced training. The next highest groups were Negro agricultural supervisors with nearly four-fifths, followed by agricultural specialists, and directors and assistant directors with about two-thirds of their number reporting advanced study. Agricultural specialists reported the highest average number of years (1.8) of advanced training. Doctor's degrees were reported by 9 percent of the agricultural specialists, and of the directors and assistant directors. Only three county extension workers reported doctor's degrees. Proportionately five times as many Negro extension workers as white workers were without a bachelor's degree and approximately one-half as many Negro workers as white workers reported advanced training.

COLLEGES ATTENDED

The colleges attended were divided into three groups: (1) The college of agriculture or home economics of the State in which the extension worker was employed at the time the study was made, (2) colleges of agriculture or home economics in other States, and (3) all other colleges. The land-grant colleges were classed in groups 1 and 2. In addition Winthrop College in South Carolina, Florida State College for Women, Texas State College for Women, and Mississippi State College for Women were classed with the land-grant colleges. In these four cases the land-grant colleges are not coeducational or have no department of home economics. All other colleges and universities were classed in group 3 even though in some instances they give courses in agriculture and home economics. Some difficulty was experienced in the classification of the colleges due primarily to the fact that the names and the organization of the colleges have changed in some instances since the extension workers attended them or they have been discontinued entirely. In a few cases the names of colleges were stated indefinitely, but on the whole it is believed the classification is sufficiently accurate to present a fair picture of the type of college in which extension workers have taken their training. In many instances extension workers reported having attended two or more colleges which did not fall in the same classification.

Three-fourths of the agricultural agents, slightly less than one-half of the home demonstration agents, and two-thirds of the 4-H Club agents took part or all of their undergraduate training at the land-grant college of the State in which they were employed (table 4). For advanced training the proportions were two-thirds, two-fifths, and three-fifths respectively. The most significant fact brought out by the classification of colleges attended is that more than three times as high a proportion of home demonstration agents as of agricultural agents received part or all of their undergraduate college training at institutions other than land-grant colleges or the four other colleges included in the land-grant classification. In advanced training this trend is even more pronounced, the proportions being nearly five to one for home demonstration agents and agricultural agents respectively. It does not necessarily follow that the home demonstration agents who attended other than land-grant colleges received less training in home economics. It would seem to be true, however, that such training was received in an atmosphere less closely associated with the problems of rural people.

About one-third of the 4-H Club agents attended colleges not included in the land-grant classification for part or all of both their undergraduate and advanced study which closely follows the pattern for all extension workers.(Appendix A, p. 1). In case of the Negro extension workers the high percentage attending other than land-grant colleges is largely accounted for by the attendance at Tuskegee and Hampton Institutes.

SUBJECTS TAKEN IN COLLEGE AND PROPORTION OF TIME DEVOTED TO EACH

Each extension worker approximated the percentage of college work which was devoted to the various subject groups. Twelve major subject groups were listed on the questionnaire with a space to fill in any other subjects taken so that the total distribution equaled 100 percent. The percentages were adjusted to a comparable basis by weighting them according to the number of years spent in college. Undergraduate and advanced study were reported separately.

Table 4.--Colleges attended
County extension agents - White
(Assistant agents not included)

College	Agricultural agents	Home dem. agents	4-H Club agents
Percentage reporting colleges attended:			
Undergraduate work:			
College of agriculture or home economics in your State	75.7	47.1	66.7
Colleges of agriculture or home economics in other States	19.6	18.1	12.8
All other colleges	19.2	59.1	30.1
Advanced work:			
College of agriculture or home economics in your State	66.7	38.0	57.5
Colleges of agriculture or home economics in other States	31.2	34.4	23.3
All other colleges	10.5	48.7	31.5

Undergraduate Study

Technical agriculture was reported by 96 percent of the agricultural agents and technical home economics by 98 percent of the home demonstration agents as having been included in their undergraduate study (table 5). The 75 percent and 25 percent of 4-H Club agents reporting technical agriculture and technical home economics respectively reflects the 72-28 ratio of men and women 4-H Club agents included in the study, and indicates a common trend with agricultural and home demonstration agents in the percentage taking these two subject groups. Subjects which relate to chemistry, biology, and English each were reported by more than 95 percent of the agricultural agent, home demonstration agent, and 4-H Club agent groups. A higher percentage of agricultural and 4-H Club agents than of home demonstration agents reported mathematics, economics, and business administration, while more home demonstration agents reported sociology, education, history, and foreign language than was true of the other two agent groups.

The county agricultural agents and home demonstration agents devoted slightly more than one-third of their undergraduate time to technical agriculture and technical home economics respectively (table 6). The men and women 4-H Club agents apparently followed the same trend. Other subjects to which 10 percent or more of time was devoted were: Chemistry and biology by agricultural agents; chemistry, education, and English by home demonstration agents; and chemistry, biology, and English by 4-H Club agents.

Table 5.--Subjects taken in undergraduate study
County extension agents - White
(Assistant agents not included)

Subject group	Agricultural agents	Home demonstration agents	4-H Club agents
Percentage reporting:			
Mathematics........................	78.5	39.2	66.8
Chemistry, physics.................	98.6	97.6	95.7
Biology, botany, zoology...........	97.9	95.5	97.1
Economics, agr. econ., farm mgt. ...	94.4	68.6	92.4
Technical agriculture..............	95.9	16.2	75.4
Technical home economics...........	1.4	97.6	25.3
Sociology, rural sociology.........	52.5	77.5	63.2
Education, philosophy, psychology...	74.3	98.0	81.6
History, civics....................	62.8	80.6	71.8
English, journalism................	96.9	98.6	100.0
Foreign language...................	26.2	48.0	31.8
Business administration............	23.2	15.8	20.6
Other subjects not readily classified above..................	28.4	37.5	32.5

Table 6.--Emphasis placed upon subjects taken in undergraduate study
County extension agents - White
(Assistant agents not included)

Subject group	Agricultural agents	Home demonstration agents	4-H Club agents
Percentage of time devoted to:			
Mathematics........................	5.0	2.2	3.6
Chemistry, physics.................	12.0	11.6	11.5
Biology, botany, zoology...........	11.7	8.4	10.7
Economics, agr. econ., farm mgt. ...	9.5	3.2	8.1
Technical agriculture..............	34.7	1.0	25.4
Technical home economics...........	0.1	33.4	8.1
Sociology, rural sociology.........	2.4	3.8	3.1
Education, philosophy, psychology...	6.9	13.4	8.9
History, civics....................	3.5	5.1	4.4
English, journalism................	8.9	11.1	10.0
Foreign language...................	1.7	3.2	2.3
Business administration............	1.2	0.7	1.1
Other subjects not readily classified above	2.4	2.9	2.8
Total..........................	100.0	100.0	100.0

The subjects stressed in undergraduate work by the three groups of county extension agents (technical agriculture or home economics, chemistry, biology, English, economics, and education) were for the most part the same subjects which were stressed by all 16 groups of extension workers, both from the standpoint of the percentage of workers taking the subjects and the time devoted to them (Appendix A, p. 2).

Advanced Study

More agricultural agents reported subjects which relate to technical agriculture, education, and economics in their advanced study than to subjects in any other group, the percentages being 56, 52, and 46 respectively (table 7). The next in order was biology, reported by 22 percent. The two subjects reported most frequently by home demonstration agents were technical home economics (79 percent) and education (54 percent). Sociology was next in order with 28 percent reporting. The order of subjects according to percentage of 4-H Club agents reporting is as follows: Education, 54; technical agriculture, 49; sociology, 39; economics, 30; biology, 25; and technical home economics, 18. In addition to technical agriculture and home economics, education, sociology, and economics were the subjects reported by a relatively high percentage of all three groups of agents.

Table 7.--Subjects taken in advanced study
County extension agents - White
(Assistant agents not included)

Subject group	Agricultural agents	Home demonstration agents	4-H Club agents
Percentage reporting:			
Mathematics	15.1	6.1	16.9
Chemistry, physics	16.4	19.3	12.7
Biology, botany, zoology	22.4	13.6	25.4
Economics, agr. econ., farm mgt.	46.5	15.6	29.6
Technical agriculture	55.8	5.4	49.3
Technical home economics	0.7	79.0	18.3
Sociology, rural sociology	21.6	27.7	39.4
Education, philosophy, psychology	52.2	54.0	53.5
History, civics	6.8	8.7	8.4
English, journalism	14.2	15.7	15.4
Foreign language	5.6	3.4	2.8
Business administration	11.7	7.3	7.0
Other subjects not readily classified above	7.6	14.4	8.4

About one-third of the time spent in advanced study by agricultural agents was devoted to technical agriculture (table 8). An additional one-third was devoted to economics and education combined. Nearly one-half of the time of home demonstration agents was devoted to technical home economics with an additional one-sixth devoted to education. Slightly more than one-third of the time of 4-H Club agents was devoted to technical agriculture and home economics, and less than one-fourth to education. Education was the only subject in addition to technical agriculture and home economics on which a relatively high proportion of time was spent by all three groups of agents.

Table 8.--Emphasis placed upon subjects taken in advanced study
County extension agents - White
(Assistant agents not included)

Subject group	Agricultural agents	Home demonstration agents	4-H Club agents
Percentage of time devoted to:			
Mathematics	3.1	1.2	2.8
Chemistry, physics	5.5	6.4	3.3
Biology, botany, zoology	8.9	3.0	7.6
Economics, agr. econ., farm mgt.	18.0	4.2	9.0
Technical agriculture	32.3	1.4	24.0
Technical home economics	0.2	46.8	11.9
Sociology, rural sociology	5.0	7.1	8.7
Education, philosophy, psychology	17.3	17.7	23.4
History, civics	1.7	1.7	1.7
English, journalism	2.0	3.0	3.6
Foreign language	1.3	0.9	0.7
Business administration	2.2	1.8	1.8
Other subjects not readily classified above	2.5	4.8	1.5
Total	100.0	100.0	100.0

Considering all extension workers, subjects relating to economics and education stand out as the two groups in addition to technical agriculture and technical home economics which received most attention in connection with advanced training (Appendix A, p. 3). Subject-matter groups which received somewhat less attention than economics and education were biology, chemistry, and sociology. Both agricultural and home economics extension workers tended to give less emphasis to biology, chemistry, and English, and increased attention to economics, education, and sociology in their advanced work. Home economics extension workers also gave increased attention to technical home economics in their advanced work, but this was not true of agricultural workers and technical agriculture.

SUBJECTS FOUND MOST HELPFUL

In order to throw some light on the subject-matter courses taken as a part of either their undergraduate or advanced training members of the extension staff were requested to indicate the subject-matter groups which in their judgment had been most helpful in the actual conduct of extension work. It was anticipated that several subject-matter groups would be checked as most helpful by most extension workers. To assist somewhat in differentiating between the degrees of helpfulness they were also asked to rank the subjects found most helpful as 1, 2, or 3.

As would naturally be expected courses in technical agriculture and technical home economics were found most helpful by the highest number of county extension workers, the former being checked by 88 percent of the agricultural agents and the latter by 94 percent of the home demonstration agents (table 9). These subjects were ranked as of the highest degree of helpfulness by 73 percent of the agricultural agents and by 86 percent of the home demonstration agents (table 10). More than half of the agricultural agents reported economics (including agricultural economics and farm management) and biology (including botany and zoology) as most helpful. Subject groups reported as most helpful by more than one-third of the agricultural agents are English (including public speaking and journalism); chemistry and physics; and education (including philosophy and psychology).

Table 9.--Subjects found most helpful in extension work
County extension agents - White
(Assistant agents not included)

Subject group	Agricultural agents	Home demonstration agents	4-H Club agents
Percentage who reported any subject found most helpful....................	96.5	97.2	96.8
Percentage of those reporting who ranked subject as of first, second, or third degree importance:			
Mathematics.........................	25.1	9.2	18.5
Chemistry, physics..................	41.4	36.0	33.4
Biology, botany, zoology............	53.7	31.5	47.6
Economics, agr. econ., farm mgt. ...	61.7	21.4	45.4
Technical agriculture...............	88.3	7.5	68.4
Technical home economics............	0.2	94.5	21.8
Sociology, rural sociology..........	22.0	45.2	38.5
Education, philosophy, psychology...	40.8	71.6	59.6
History, civics.....................	15.3	17.4	19.2
English journalism..................	42.1	53.7	51.9
Foreign language....................	6.8	7.9	5.4
Business administration.............	11.0	6.2	7.6
Other subjects not readily classified above.................	1.4	4.7	4.0

After technical home economics the home demonstration agents found the education and English groups most helpful, followed by sociology, chemistry and physics, and biology, the last being mentioned by 32 percent of the group.

The subject groups found of highest degree of helpfulness after technical agriculture and home economics, are economics, English, biology, and education in the case of agricultural agents, and education, English, and sociology in the case of home demonstration agents. In no instance, however, were these subjects listed as of highest degree of helpfulness by as many as one-fifth of the workers in these two categories who reported any subjects found most helpful.

Table 10.--Subjects found of highest degree of helpfulness in extension work
County extension agents - White
(Assistant agents not included)

Subject group	Agricultural agents	Home demonstration agents	4-H Club agents
Percentage who reported any subject found most helpful	96.5	97.2	96.8
Percentage of those reporting who ranked subject as of first degree importance:			
Mathematics......................	4.4	1.0	3.6
Chemistry, physics...............	7.7	6.3	5.4
Biology, botany, zoology.........	12.8	5.2	11.3
Economics, agr. econ., farm mgt..	19.0	6.3	12.7
Technical agriculture............	73.1	2.2	56.4
Technical home economics.........	. .	85.8	18.2
Sociology, rural sociology.......	4.6	12.0	10.9
Education, philosophy, psychology	10.4	15.6	20.7
History, civics..................	2.0	2.5	2.2
English, journalism..............	13.3	14.5	16.0
Foreign language.................	0.5	0.5	0.7
Business administration..........	3.1	2.3	2.2
Other subjects not readily classified above...............	0.1	1.6	1.8

The education and English groups were reported by 4-H Club agents as most helpful after technical agriculture and home economics, followed next in order by the biology, economics, and sociology groups checked by from about two-fifths to one-half of the workers. The subject groups found of the highest degree of helpfulness after agriculture and home economics are: Education, English, economics, biology, and sociology, which were checked by from one-tenth to one-fifth of the workers reporting any subject found most helpful.

The courses found most helpful by county extension workers follow closely the pattern for all extension work (Appendix A, p. 4). The subject groups, other than technical agriculture and home economics, listed in descending order according to the percentage of all workers reporting them as most helpful are education, philosophy, and psychology; economics, agricultural economics, and farm management; English; biology, botany, and zoology; chemistry and physics; sociology, and rural sociology; and mathematics

SUBJECTS IN WHICH EXTENSION WORKERS WISH THEY HAD TAKEN ADDITIONAL WORK

The percentages of extension workers who wish they had taken additional courses in the various subject-matter fields are a further indication of the character of training needed by extension workers. Nine out of ten county workers checked one or more subject groups in which they wish they had taken more work. Preference was indicated by ranking the subjects as 1, 2, or 3.

In the case of agricultural agents, economics, including agricultural economics and farm management, heads the list being checked by 61 percent of the group with 30 percent ranking it of greatest importance (tables 11 and 12). Courses in technical agriculture come next with 54 percent desiring additional work and 32 percent listing such courses of most importance. Sociology, business administration, education, and English courses were listed by 32 to 42 percent of the agricultural agents, with 13 to 16 percent ranking these subjects as of greatest importance from the standpoint of additional training desired.

Table 11.--Subjects which should have received greater emphasis
County extension agents - White
(Assistant agents not included)

Subject group	Agricultural agents	Home demonstration agents	4-H Club agents
Percentage who wished they had taken additional work in any subject	90.4	89.4	91.5
Percentage of those reporting who ranked subject as of first, second, or third degree importance:			
Mathematics..........................	20.9	9.2	16.9
Chemistry, physics...................	25.8	17.7	21.6
Biology, botany, zoology.............	31.8	21.3	28.9
Economics, agr. econ., farm mgt. ...	60.8	35.7	50.8
Technical agriculture................	53.9	16.9	46.9
Technical home economics.............	1.6	49.7	15.7
Sociology, rural sociology	42.0	57.7	53.9
Education, philosophy, psychology...	41.3	41.1	53.8
History, civics......................	15.4	14.5	13.1
English, journalism..................	31.8	39.0	41.9
Foreign language.....................	7.8	7.6	5.4
Business administration..............	41.6	40.4	31.2
Other subjects not readily classified above	1.1	6.4	2.4

Sociology courses head the list of subjects on which both home demonstration agents and 4-H Club agents wish they had taken more work, closely followed by courses in technical home economics and education. Courses in business administration, English, and economics were also listed by more than one-third of the home demonstration agents. Economics, technical agriculture, English, and business administration are the other subject groups in which 30 percent or more of the club agents wish they had taken more work.

It is interesting to note that 31 to 42 percent of the three groups of county extension workers, and about the same proportion of all extension workers wish they had taken more work in business administration, office organization and management. In most other respects the judgment of county workers regarding subjects which should have received greater emphasis during their undergraduate and advanced training follows closely the pattern for all extension workers (Appendix A, p. 5).

Table 12.--Subjects of greatest importance from the standpoint of additional work desired
County extension agents - White
(Assistant agents not included)

Subject group	Agricultural agents	Home demonstration agents	4-H Club agents
Percentage who wished they had taken additional work in any subject	90.4	89.4	91.5
Percentage of those reporting who ranked subject of first importance:			
Mathematics......................	4.9	1.2	3.8
Chemistry, physics................	7.7	4.3	2.7
Biology, botany, zoology..........	9.2	7.2	10.8
Economics, agr. econ., farm mgt. ..	29.5	13.2	21.2
Technical agriculture.............	31.6	8.2	23.8
Technical home economics..........	0.3	31.3	8.8
Sociology, rural sociology........	13.0	26.7	23.1
Education, philosophy, psychology..	14.2	14.8	21.9
History, civics...................	2.4	2.6	2.7
English, journalism...............	13.3	18.4	17.3
Foreign language..................	1.1	1.2	0.8
Business administration...........	15.6	17.8	10.8
Other subjects not readily classified above.................	0.2	2.4	1.2

COURSES IN EXTENSION ORGANIZATION AND METHODS

One home demonstration agent out of 6, 1 agricultural agent out of 10, and 1 4-H Club agent out of 12 reported having taken a college course dealing with extension organization or methods of extension teaching (table 13). In some instances such courses were taken as undergraduate work while in other cases the courses were taken as part of a program of advanced study. These percentages would be even lower but for the special summer-school extension courses offered at a number of the land-grant colleges during recent years. In the majority of instances the extent of special training in extension education was limited to one course.

The percentage of Negro extension workers reporting courses in extension organization or methods was twice as great as for white extension workers (Appendix A, p. 10). This difference can readily be accounted for by the special summer courses for Negro extension workers held in 1930-31 through the courtesy of the Julius Rosenwald Fund. The relatively small percentage (12) of white extension workers who have had the advantage of one college course in extension organization or methods even when summer-session courses are included is, of course, due to the fact that less than half of the State colleges of agriculture include such courses in their curricula. The fact that approximately one-third of the assistant home demonstration agents reported having had courses in extension organization or methods may be indicative of the attention given the problem of preparatory training of home demonstration agents during the past 3 or 4 years by the deans and heads of home economics departments as well as by the State leaders of home demonstration agents.

While comparatively few county extension workers have had the advantage of college courses relating specifically to the organization and conduct of extension, they were prac~~ticall~~y unanimous in expressing the opinion that such courses should be provided prospective extension employees (table 13). This opinion is held also by all the other classes of extension workers (Appendix A, p. 10). Nearly one-half of the extension employees believe that such courses should be included in the undergraduate curricula only. Between a fourth and a third think that such courses should be given on both undergraduate and graduate levels. The remaining one-fifth believe that courses in extension organization or methods should be made available to graduate students only.

Table 13.--Courses in extension organization and methods
County extension agents - White
(Assistant agents not included)

Item	Agricultural agents	Home demonstration agents	4-H Club agents
Percentages who have taken college courses in extension organization or methods..........................	10.1	16.7	8.1
Average number of such courses taken..........................	1.1	1.2	1.3
Percentage who think courses in extension organization or methods should be provided........................	95.8	95.5	96.5
Percentage who prefer courses to be provided on:			
Undergraduate level only..........	44.6	50.5	56.7
Graduate level only...............	20.6	18.9	10.9
Both undergraduate and graduate levels.........................	30.6	26.1	28.9

ADVANCED STUDY AND APPRENTICESHIP

That county agricultural and home demonstration agents appreciate the importance of adequate training to their success as extension teachers is fully evidenced by the fact that 31 percent to 36 percent of these two groups of workers expressed the opinion that training beyond the bachelor's degree is of much importance, while an additional 54 and 52 percent respectively, consider it of some importance. 4-H Club agents do not rate advanced training quite so highly as do the other two groups of county workers (table 14). Again the judgment of the county extension workers follows closely the pattern for all extension workers (Appendix A, p. 10).

Table 14.--Advanced study and apprenticeship
County extension agents - White
(Assistant agents not included)

Item	Agricultural agents	Home demonstration agents	4-H Club agents
Percentage who consider training beyond bachelor's degree of:			
Much importance..................	30.6	35.7	22.2
Some importance..................	53.8	52.3	64.1
Little importance................	13.9	8.1	11.3
Percentage who think any apprenticeship training should be provided....	94.7	92.8	91.5
Percentage who think apprenticeship training should be provided:			
Before completing bachelor's degree only....................	18.6	29.4	37.3
Average years such training...	1.0	0.7	0.7
After completing bachelor's degree only....................	56.0	47.0	33.4
Average years such training...	1.2	0.7	0.9
Both before and after bachelor's degree.........................	20.1	16.4	20.8
Average years such training...	1.7	1.4	1.2

As in the case of college courses in extension organization or methods county extension workers were almost unanimous in their belief that opportunity to serve as an apprentice should be provided prospective extension workers. Differences in opinion were confined to the question of when the apprenticeship should be served. In general, slightly more than half of the white extension workers think the apprenticeship training should follow the completion of the bachelor's degree, one-fifth think it should precede the completion of the degree, and another one-fifth hold to the opinion that the apprenticeship should start during the undergraduate period and be continued after graduation. The latter group suggests that the apprenticehip period be lengthened to over a year and a half instead of a little over 1 year as was suggested by the other two groups.

PRACTICAL EXPERIENCE EVALUATED

Members of the extension staff were asked to indicate the types of practical experience which had contributed to their ability to do extension work and to rank each type of experience according to its relative importance. Five types of experience were listed on the questionnaire - farming, homemaking, business, teaching, and experiment station or other research. In addition space was provided to write in any other experience which had proved helpful.

That practical experience in farming had contributed to ability to do extension work was the belief of 96 percent of the county agricultural agents (table 15). Nearly all (97 percent) also rated it as first or second in relative importance (table 16). Business and classroom teaching experience were reported as beneficial by slightly more than half of the agricultural agents. Research experience was reported by approximately one-third of this group. More than three-fourths of those reporting rated teaching experience as of first or second importance, whereas this was true of only about one-half of those reporting research and business experience.

Table 15.--Practical experience which contributed to ability to do extension work
County extension agents - White
(Assistant agents not included)

Nature of experience	Agricultural agents	Home demonstration agents	4-H Club agents
Percentage reporting practical experience beneficial:			
Farming	96.3	30.9	77.8
Homemaking	5.6	83.7	27.1
Business	51.0	34.0	42.6
Teaching	52.9	82.4	45.4
Experiment Station or other research	34.2	12.2	25.4
Professional agriculture	5.3	0.1	4.2
Professional home economics	. .	6.4	1.4

Homemaking and teaching were the two types of practical experience reported most frequently by home demonstration agents (84 and 82 percent respectively), the great majority of whom rated such experience as either first or second in importance. While slightly more home demonstration agents listed business experience as beneficial than so listed farming experience (34 and 31 percent respectively), nearly 42 percent of those reporting rated farming experience as of first or second importance as compared to 31 percent of those so reporting business experience. Research experience was mentioned by only 12 percent of the home demonstration agents, 22 percent of whom listed it as of first or second rank in importance.

In general the types of practical experience under discussion were not reported as being beneficial by as high a percentage of the 4-H Club agents as was true in the case of agricultural and home demonstration agents. Proportionately higher percentages of the club agents rated research and business as of first or second importance than was true of the other groups of county workers.

Table 16.--Practical experience which contributed most to ability to do extension work
County extension agents - White
(Assistant agents not included)

Nature of experience	Agricultural agents	Home demonstration agents	4-H Club agents
Percentage of those reporting experience who rated it of first or second importance:			
Farming	97.0	41.6	93.2
Homemaking	19.8	92.6	80.5
Business	49.7	30.9	52.9
Teaching	77.7	86.0	76.8
Experiment station or other research	49.6	21.8	57.0
Professional agriculture	60.8	50.0	41.6
Professional home economics	. .	52.8	75.0

The combined judgment of all extension workers indicates that farming and homemaking experiences have contributed most to ability to do extension work, depending upon whether one is engaged in agricultural or home economics extension. Teaching experience comes next, followed by business experience and research.

The number of instances of other practical experience written in on the questionnaires are too few to be of significance. Those mentioned most frequently are included in tables 15 and 16, and Appendix A, p. 12.

COURSES DESIRED IN EXTENSION SUMMER SCHOOLS

The 3- to 6-week special courses for extension workers given in connection with the regular summer sessions of a number of the land-grant colleges offer a practical means of providing in-service extension workers with additional training.

Knowledge of the courses, which, in the judgment of the extension staff should be offered, will be exceedingly helpful to those responsible for planning the curricula of such courses over a period of years. In order to insure the utmost freedom in the exercise of judgment the individual was not provided with a list of suggested courses to check, but instead was asked to list in order of preference the specific courses which should be offered. This procedure naturally resulted in a wide range of listings depending upon the individual's previous training and current situation.

To facilitate interpretation, the specific courses suggested have been grouped under the same subject-matter headings as previously employed in this study, with the exception of the courses relating to extension education, which were put in a separate group (table 17). Approximately two-thirds of the agricultural agents suggested courses falling in the economics and technical agriculture groups, and nearly one-half listed courses in extension and sociology. Courses in business administration, education, and English were each mentioned by more than one-third of the agricultural agents.

Table 17.--Courses suggested for 3- to 6-week summer schools
County extension agents - White
(Assistant agents not included)

Subject-matter group	Agricultural agents	Home demonstration agents	4-H Club agents
Percentage suggesting any course......	95.4	91.5	94.0
Percentage of those reporting who suggested:			
Mathematics........................	6.0	1.9	3.2
Chemistry, physics.................	8.1	4.5	3.2
Biology, botany, zoology..........	8.4	3.9	5.3
Economics, agr. econ., farm mgt. .	65.4	30.9	46.5
Technical agriculture.............	64.6	31.9	50.7
Technical home economics..........	1.2	58.9	17.2
Sociology, rural sociology........	44.7	54.6	53.9
Education, philosophy, psychology.	34.7	30.3	48.9
History, civics...................	5.9	3.6	4.9
English, journalism...............	33.0	38.9	41.5
Foreign language..................	0.2	0.4	. .
Business administration..........	37.2	26.8	28.2
Extension.........................	49.4	56.8	57.7
Program planning...............	5.3	6.3	10.2
Extension methods..............	36.9	43.1	37.3
Extension organization.........	12.0	14.2	22.9
Extension admin. and supervision	8.4	8.5	8.4
Other extension................	1.3	1.4	0.4
Miscellaneous.....................	1.8	15.8	3.5

Courses dealing with technical home economics head the list suggested by the county home demonstration agents, followed closely by extension and sociology. Other subjects listed by more than 25 percent of the home demonstration agents are English, technical agriculture, economics, education, and business administration. Extension courses lead the suggestions made by the 4-H Club agents, followed by sociology, technical agriculture, education, and economics, approximately one-half of the club agents listing courses which fall in each of these groups.

English courses were suggested by more than 40 percent and business administration by more than 25 percent of the 4-H Club group. Extension methods was the course in the extension group most frequently suggested by all county workers, the other courses mentioned by a substantial percentage of county workers being extension organization, administration and supervision, and program planning.

The order of preference in which the different courses were listed by the county workers is a further indication of the nature of the training desired in connection with the 3- to 6-week summer schools. In figure 1 the more important subject-matter groups have been arrayed in descending order according to the percentage of agricultural agents listing courses as first or second in order of preference. Courses in extension methods, organization, planning, and the like, stand at the top of the list, being given a preferential rank of 1 or 2 by approximately 40 percent of the county extension workers. Courses in economics were listed almost as frequently as extension courses by the agricultural agents but were ranked much farther down the list by home demonstration agents and club agents. Technical agriculture or home economics courses were considered of highest importance by approximately one-third of the agricultural agents and home demonstration agents respectively. It is interesting to note in this connection that courses in technical agriculture were listed as being most desired by more than one-sixth of the home demonstration agents. Courses in technical home economics did not win corresponding support from the agricultural agent group. Courses in the sociology, business administration, education, and English groups were most desired by from one-tenth to slightly over one-fourth of the agents employed in counties.

The judgment of county extension workers relative to courses most desired at 3- to 6-week summer schools checks very closely with the combined judgment of all extension employees as brought out in figure 2.

The courses suggested by extension workers for inclusion in the curricula of special summer extension schools undoubtedly reflect better than any other means the needs for additional training that are most closely associated with the actual conduct of extension teaching. These suggestions, while of greatest value in setting up in-service training courses, should also receive the attention of those responsible for outlining college training programs for prospective extension workers.

SUMMARY

Adequate preparatory and in-service training of the approximately 8,600 employees of the cooperative extension service who are the joint representatives of the State agricultural colleges and the Federal Department of Agriculture is the primary responsibility of the land-grant colleges.

Practically all white county extension workers have had the benefit of college training with better than 9 out of 10 holding degrees. Approximately one out of three have also had the benefit of about three-fourths of a year of advanced training. Approximately two out of five Negro agricultural agents and Negro home demonstration agents do not hold college degrees.

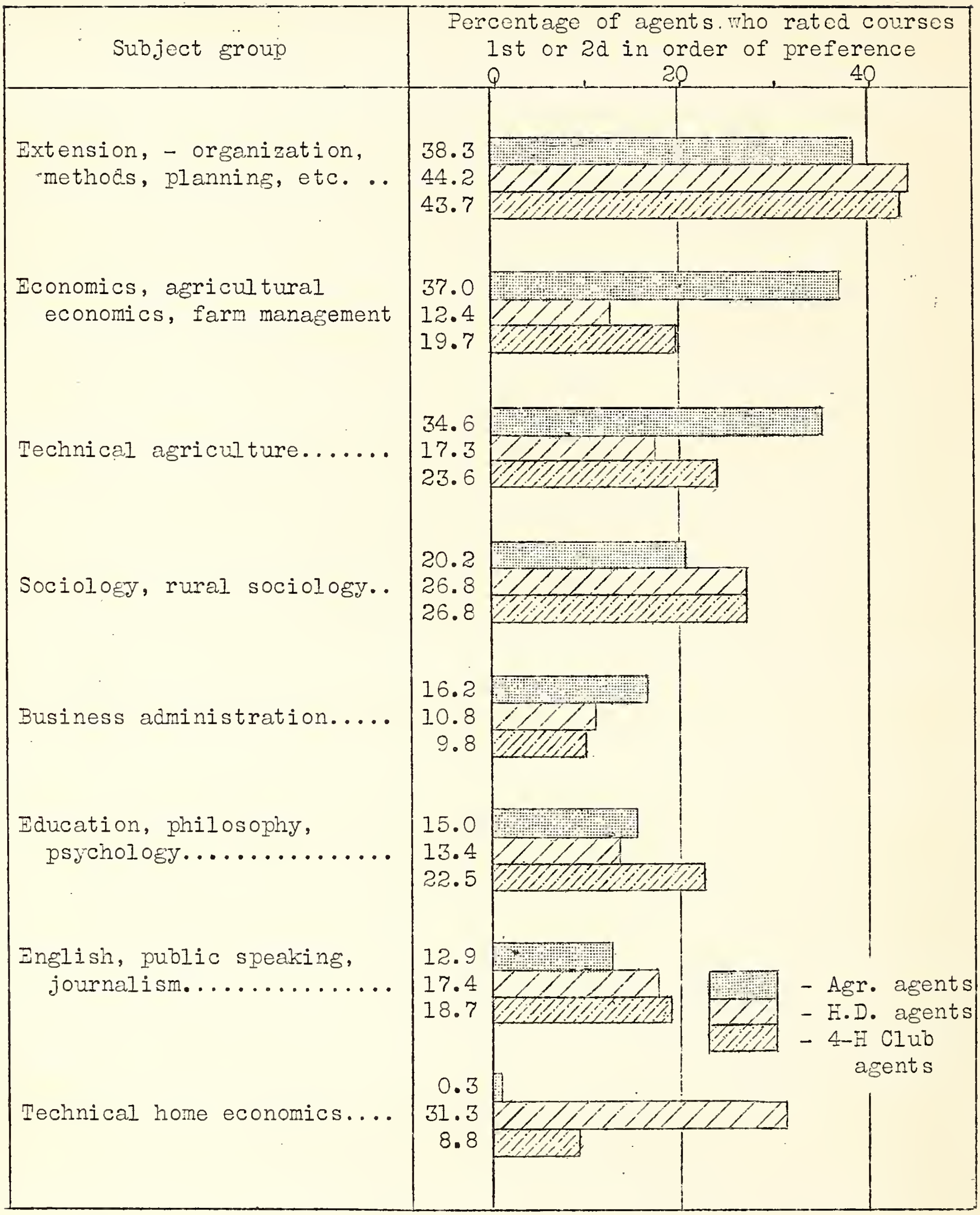

Figure 1.--Courses most desired in 3- to 6-week summer schools
County extension agents - White
(Assistant agents not included)

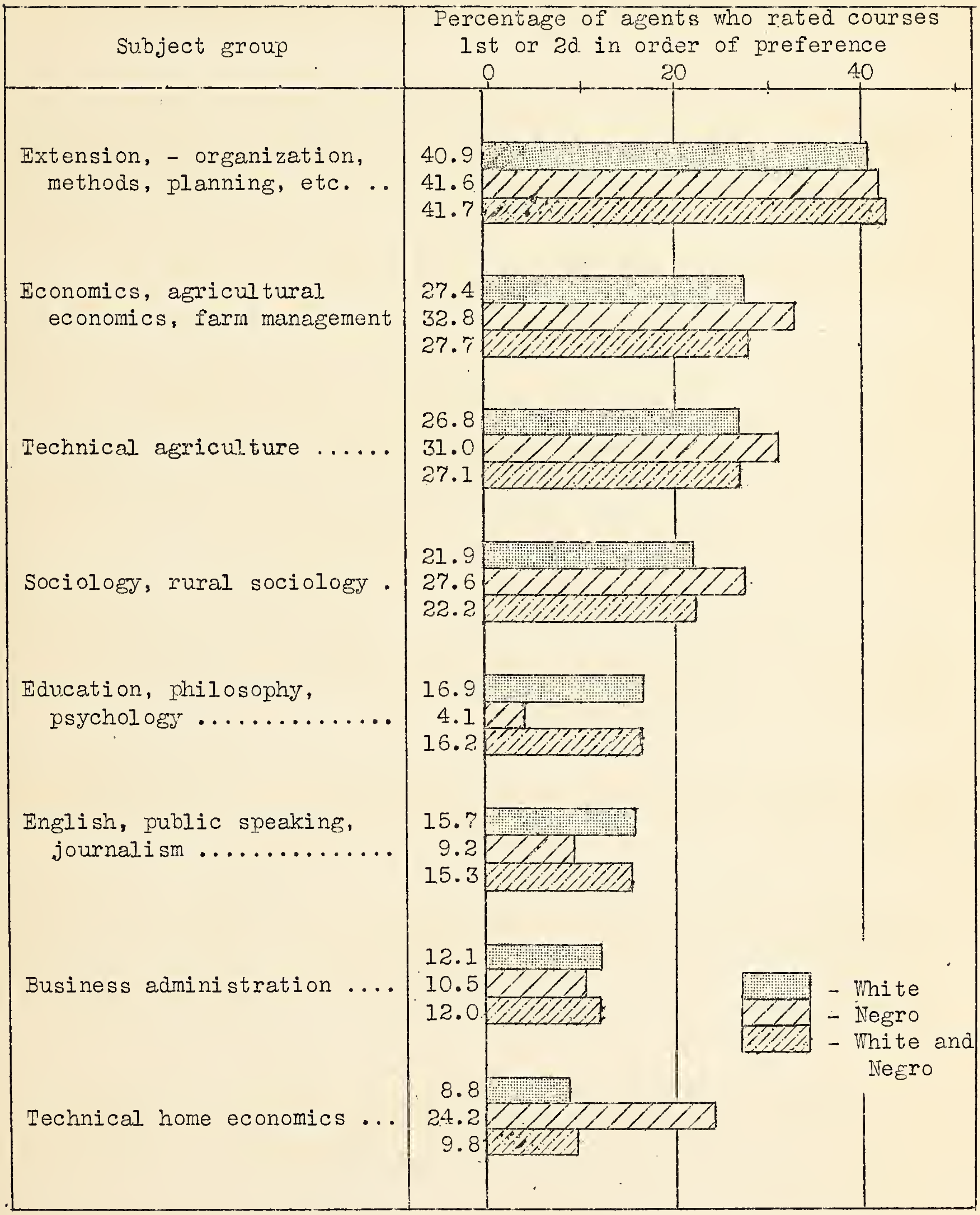

Figure 2.--Courses most desired in 3- to 6-week summer schools White and Negro extension workers

One of the most significant points with reference to colleges attended brought out by the study is the relatively high percentage of county home demonstration agents who received part or all of their college training at other than land-grant institutions, under circumstances somewhat less conducive to an understanding of the problems of agriculture and the rural home.

One-third or more of the college preparation of the county extension workers on both the undergraduate and the graduate levels was concerned with technical agriculture or home economics. Courses in chemistry and physics, biology, English, economics, and education accounted for most of the remainder of the undergraduate curricula. In general county extension workers gave more attention to economics, education, and sociology, and less attention to biology, chemistry, and English during advanced study than was true of the undergraduate period.

As might be anticipated from the nature of extension work, courses in technical agriculture and home economics head the list of courses found most helpful in conducting extension work, and also appear at the top of the list of courses, which in the judgment of county workers, were of greatest importance from the standpoint of additional work desired. Other courses found of the highest degree of helpfulness include economics, education, English, biology, and sociology. In general it is in these subject groups, plus business administration, that agents wish they had taken additional college training.

County extension agents as well as other extension groups are practically unanimous in the belief that prospective extension agents should be provided college courses in extension organization and methods, and should serve an apprenticeship period of 1 year or more before being given a permanent extension appointment.

More than 30 percent of the county extension staff consider advanced study of much importance while more than 85 percent consider such study important to the successful conduct of extension teaching in the county.

That practical experience in farming or homemaking contributes to the ability to do successful extension work is the opinion held by the vast majority of county extension agents, who reported such experience, with teaching experience a close second. Business, research, and other types of experience in professional agriculture and home economics were also reported as beneficial by a substantial proportion of agents.

Courses suggested for the curricula of special 3- to 6-week extension summer schools are perhaps the best index of the additional training which would be most helpful to county extension agents in the practical conduct of their work. The courses listed as of greatest importance include the following:

Extension organization, methods, and program planning
Economics, including agricultural economics and farm management
Technical agriculture and home economics

Sociology, including rural sociology
Business administration, including office organization
  and management
Education, including philosophy and psychology
English, including public speaking and journalism.

The combined judgment of the 7,873 members of the extension staff included in this study not only indicates the desirability of curricular and other adjustments needed to provide a better trained personnel, but also points out the nature of the improvements which should be made.

APPENDIX A

TENURE OF OFFICE

(Reported by 7,873 extension workers - 1938)

ITEM	Position																		
				White agents					Specialists		White supervisors			Dir's	Negro agts.		Negro supervisors		
	Total White	Total Negro	Total W & N	Agr.	Asst. agr.	H.dem	Asst. h.dem	4-H Club	Agr.	H. E.	Agr. agts.	H. D. agts.	4-H work	& assts	Agr.	H.dem	Agr. agts.	H. D. agts.	4-H work
Number of workers included..............	7,406	467	7,873	2,866	628	1,657	86	284	1,095	261	162	131	147	89	237	189	18	14	9
Percentage who have been in extension work:																			
Less than 2 years.....................	11.6	13.7	11.7	4.6	32.3	19.6	48.8	22.5	7.2	3.4	. .	0.8	1.3	1.1	9.7	21.3	5.5	. .	. .
2 to 4 years..........................	32.8	27.6	32.5	31.8	52.7	41.9	36.1	43.0	23.2	18.0	3.1	5.3	12.2	6.7	28.3	31.2	. .	7.1	22.2
5 to 9 years..........................	16.4	16.9	16.4	21.2	5.9	14.3	8.2	15.9	15.6	18.8	13.6	8.4	14.3	6.7	18.1	16.4	5.6	21.4	11.1
10 to 14 years........................	14.3	14.6	14.3	17.0	4.0	11.5	2.3	11.6	16.6	19.2	17.9	21.4	18.4	7.9	14.3	13.2	16.7	21.4	33.4
15 to 19 years........................	11.4	14.6	11.6	11.9	2.5	7.0	2.3	4.9	16.6	21.1	22.2	27.5	25.2	12.4	12.7	14.4	27.8	35.8	11.1
20 years and over.....................	13.5	12.6	13.5	13.5	2.6	5.7	2.3	2.1	20.8	19.5	43.2	36.6	28.6	65.2	16.9	3.7	44.4	14.3	22.2
Average years in extension...............	8.1	9.0	8.2	8.7	3.3	5.5	2.9	5.0	10.4	10.7	16.0	15.2	13.8	18.1	9.5	7.1	16.7	12.5	10.1
Average years in present position........	5.9	8.3	6.0	6.6	2.7	4.4	2.0	4.1	7.3	6.8	8.5	8.2	9.6	8.6	9.3	6.6	13.5	8.4	8.1
Average age..............................	37.0	39.0	37.1	37.8	30.1	34.0	27.8	30.6	40.4	41.9	45.4	45.4	41.8	48.5	40.5	35.7	50.8	40.4	40.2

COLLEGE TRAINING

ITEM	Total White	Total Negro	Total W & N	Agr.	Asst. agr.	H.dem	Asst. h.dem	4-H Club	Agr.	H. E.	Agr. agts.	H. D. agts.	4-H work	& assts	Agr.	H.dem	Agr. agts.	H. D. agts.	4-H work
College training:																			
Percentage reporting undergraduate work	99.2	99.1	99.2	98.8	98.7	99.8	100.0	99.3	99.1	100.0	99.4	100.0	98.6	97.8	98.7	99.5	100.0	100.0	100.0
Percentage reporting advanced work.....	42.9	23.8	41.8	34.3	25.6	43.1	26.7	25.7	66.6	82.8	44.4	56.5	51.0	66.3	24.0	17.5	77.8	35.7	22.2
Average years undergraduate work.......	4.0	4.1	4.0	4.0	4.0	4.0	4.0	3.9	4.1	4.2	4.1	4.1	4.1	4.2	4.2	3.7	5.5	4.2	5.6
Averaged years advanced work..........	1.0	0.8	1.0	0.7	0.8	0.7	0.6	0.8	1.8	1.2	1.0	0.9	0.9	1.4	0.8	0.7	0.9	1.7	0.6
Percentage reporting degrees:																			
Bachelor's only.......................	76.4	56.8	75.3	83.6	87.7	83.0	88.4	85.6	51.1	45.6	70.4	56.5	70.1	57.3	58.2	55.6	61.1	35.7	66.7
Master's but no Doctor's..............	13.8	1.7	13.0	8.0	5.6	7.4	4.6	6.0	34.3	47.5	18.5	22.1	21.1	25.8	1.7	. .	11.1	7.1	11.1
Doctor's..............................	1.6	. .	1.5	. .	0.3	. .	. .	. .	9.3	1.2	1.2	. .	0.7	9.0	. .	. .	. .	. .	. .
No degree.............................	8.2	41.5	10.2	8.4	6.4	9.6	7.0	8.4	5.3	5.7	9.9	21.4	8.1	7.9	40.1	44.4	27.8	57.2	22.2
Percentage reporting colleges attended:																			
Undergraduate work:																			
College of Agr. or H.E. - your State	62.6	52.5	62.0	75.7	80.3	47.1	61.6	66.7	49.7	33.3	73.3	32.8	64.8	64.4	57.7	49.5	50.0	14.3	44.4
Colleges of Agr. or H.E.-other States	23.2	17.7	22.9	19.6	15.5	18.1	12.8	12.8	43.8	37.2	23.0	30.5	22.8	31.0	15.0	15.4	50.0	35.7	44.4
All other colleges 1/...............	31.9	53.1	33.2	19.2	20.0	59.1	54.6	30.1	19.4	60.2	21.1	69.5	42.1	17.2	44.4	61.2	61.1	71.4	66.7
Tuskegee or Hampton Institute.......	xx	32.8	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	31.6	34.6	27.8	35.7	33.3
Advanced work:																			
College of Agr. or H.E. - your State	51.8	26.1	50.9	66.7	71.4	38.0	52.2	57.5	49.4	25.0	77.8	24.3	48.0	45.8	31.6	30.3	7.1	. .	. .
Colleges of Agr. or H.E.-other States	37.7	55.8	38.3	31.2	23.6	34.4	13.0	23.3	55.1	37.5	33.3	37.8	40.0	40.7	57.9	33.3	85.7	80.0	100.0
All other colleges 1/...............	26.9	49.5	27.6	10.5	16.1	48.7	34.8	31.5	13.4	69.0	5.6	73.0	36.0	23.7	38.6	69.7	42.8	60.0	50.0
Tuskegee or Hampton Institute.......	xx	32.4	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	26.3	45.4	28.6	20.0	50.0

1/ Includes Tuskegee and Hampton Institutes

Compiled by Extension Studies and Teaching Section, Extension Service, U.S.D.A.

UNDERGRADUATE STUDY

(Reported by 7,873 extension workers - 1938)

ITEM	Position																			
	Total White	Total Negro	Total W & N	White agents					Specialists		White supervisors			Dir's & assts	Negro agts.		Negro supervisors			
				Agr.	Asst. agr.	H.dem	Asst. H.dem	4-H Club	Agr.	H.E.	Agr. agts.	H.D. agts.	4-H work		Agr.	H.dem	Agr. agts.	H.D. agts.	4-H work	
Percentage reporting subject:																				
Mathematics, including statistics	67.1	80.8	67.9	78.5	75.7	39.2	33.3	66.8	80.8	47.9	81.0	62.5	60.0	79.5	87.8	71.2	94.4	85.7	66.7	
Chemistry, physics, agricultural and household chemistry	97.7	93.6	97.5	98.6	97.6	97.6	98.8	95.7	97.2	96.5	97.5	96.1	96.6	95.2	93.4	92.9	100.0	100.0	88.9	
Biology, botany, zoology, bacteriology, physiology	96.3	92.5	96.1	97.9	97.2	95.5	98.8	97.1	93.7	93.4	96.2	92.2	95.2	98.8	93.9	90.2	94.4	92.8	100.0	
Economics, agricultural economics, farm management, marketing, credit	86.3	87.0	86.4	94.4	95.8	68.6	82.1	92.4	92.0	71.0	89.9	62.5	84.1	85.5	97.8	72.8	94.4	85.7	88.9	
Technical agriculture, entomology, pathology	70.5	55.7	69.6	95.9	95.6	16.2	27.4	75.4	90.0	13.9	96.8	23.4	62.1	88.0	80.3	23.4	94.4	14.3	77.8	
Technical home economics	30.8	44.3	31.6	1.4	1.0	97.6	98.8	25.3	1.4	93.4	0.6	94.5	39.3	7.2	7.9	89.7	. .	100.0	44.4	
Sociology, rural sociology	58.9	87.7	60.6	52.5	50.8	77.5	85.7	63.2	45.1	75.3	43.7	70.3	65.5	49.4	88.6	85.9	83.3	92.8	100.0	
Education, philosophy, psychology	79.6	88.8	80.1	74.3	71.4	98.0	97.6	81.6	63.1	96.9	75.3	96.9	83.4	62.6	85.6	91.3	88.9	100.0	100.0	
History, government, civics	69.0	86.6	70.0	62.8	63.1	80.6	73.8	71.8	64.5	80.3	68.4	82.8	70.3	78.3	83.0	89.7	94.4	92.8	88.9	
English, public speaking, journalism	97.4	96.2	97.4	96.9	96.8	98.6	100.0	100.0	96.6	96.9	97.5	97.6	98.6	95.2	96.1	96.7	100.0	85.7	100.0	
Foreign language	37.2	32.8	37.0	26.2	21.5	48.0	42.8	31.8	44.2	68.7	41.8	73.4	51.7	53.0	25.3	38.6	50.0	50.0	44.4	
Business administration, office organization and management	20.4	39.4	21.6	23.2	25.2	15.8	22.6	20.6	20.2	13.9	21.5	14.8	17.9	15.7	43.2	31.5	61.1	50.0	44.4	
Other	32.3	20.9	31.6	28.4	35.6	37.5	40.5	32.5	30.9	36.3	25.9	38.3	35.9	28.9	14.4	28.3	22.2	28.6	22.2	
Percentage of time devoted to subject:																				
Mathematics, including statistics	4.3	7.9	4.6	5.0	4.9	2.2	1.5	3.6	6.2	2.9	5.6	3.9	3.9	6.2	9.1	6.6	7.5	7.0	5.0	
Chemistry, physics, agricultural and household chemistry	11.8	11.4	11.8	12.0	11.7	11.6	11.0	11.5	11.7	11.6	11.1	10.6	11.3	12.2	11.9	10.9	14.0	8.2	9.8	
Biology, botany, zoology, bacteriology, physiology	10.7	9.9	10.7	11.7	12.1	8.4	8.2	10.7	12.1	8.1	10.9	7.7	10.0	11.1	11.2	8.5	9.0	6.2	8.7	
Economics, agricultural economics, farm management, marketing, credit	7.5	9.0	7.6	9.5	10.3	3.2	3.1	8.1	9.0	3.2	9.0	3.0	5.3	8.0	12.0	5.4	8.7	5.1	6.7	
Technical agriculture, entomology, pathology	23.8	10.0	22.9	34.7	34.2	1.0	1.7	25.4	31.7	1.3	36.5	1.4	20.4	29.3	14.9	1.4	20.9	3.6	18.6	
Technical home economics	10.2	10.1	10.2	0.1	0.1	33.4	36.8	8.1	0.2	30.5	0.1	29.9	13.6	1.5	0.6	23.2	. .	26.1	15.7	
Sociology, rural sociology	2.8	6.7	3.0	2.4	2.1	3.8	3.9	3.1	2.0	3.8	2.0	4.0	3.7	2.6	7.1	6.4	5.8	6.6	5.8	
Education, philosophy, psychology	8.5	10.5	8.6	6.9	6.2	13.4	12.5	8.9	4.8	12.6	5.5	11.7	10.1	5.5	9.8	11.8	7.4	12.1	8.9	
History, government, civics	4.1	7.0	4.3	3.5	3.4	5.1	3.9	4.4	3.7	5.3	4.5	6.2	4.6	5.0	6.9	7.5	5.9	6.0	4.3	
English, public speaking, journalism	9.8	11.6	9.9	8.9	9.2	11.1	11.0	10.0	10.1	10.8	8.8	12.2	9.6	10.8	11.2	12.3	12.4	10.9	9.8	
Foreign language	2.5	2.1	2.5	1.7	1.3	3.2	2.5	2.3	3.1	5.4	2.5	5.8	4.2	4.6	1.4	2.6	3.2	3.6	4.2	
Business administration, office organization and management	1.0	2.4	1.1	1.2	1.3	0.7	0.8	1.1	1.1	0.5	1.1	0.9	0.5	0.7	2.8	1.6	4.5	2.3	1.5	
Other	3.0	1.4	2.8	2.4	3.2	2.9	3.1	2.8	4.3	4.0	2.4	2.7	2.8	2.5	1.1	1.8	0.7	2.3	1.0	

Compiled by Extension Studies and Teaching Section, Extension Service, U. S. D. A.

ADVANCED STUDY

(Reported by 7,873 extension workers - 1938)

ITEM	Position																	
				White agents					Specialists		White supervisors			Dir's & assts	Negro agts.		Negro supervisors		
	Total White	Total Negro	Total W & N	Agr.	Asst. agr.	H.dem	Asst. H.dem	4-H Club	Agr.	H.E.	Agr. agts.	H.D. agts.	4-H work		Agr.	H.dem	Agr. agts.	H.D. agts.	4-H work
Percentage reporting subject:																			
Mathematics, including statistics	19.5	31.9	19.9	15.1	20.5	6.1	. .	16.9	40.3	16.1	15.7	8.4	23.3	22.2	32.6	23.1	46.2	50.0	. .
Chemistry, physics, agricultural and household chemistry	20.9	24.5	21.0	16.4	17.9	19.3	26.1	12.7	29.3	30.2	10.0	25.4	12.3	9.2	26.5	23.1	15.4	50.0	. .
Biology, botany, zoology, bacteriology, physiology	23.4	29.8	23.6	22.4	23.1	13.6	8.7	25.4	38.7	14.1	18.6	15.5	12.3	31.5	30.6	34.6	15.4	50.0	. .
Economics, agricultural economics, farm management, marketing, credit	40.1	64.9	40.9	46.5	39.1	15.6	26.1	29.6	54.5	37.6	60.0	32.4	37.0	68.5	73.5	53.8	61.5	25.0	100.0
Technical agriculture, entomology, pathology	41.0	45.7	41.1	55.8	64.7	5.4	13.0	49.3	62.7	4.9	64.3	7.0	32.9	40.7	63.3	7.7	61.5	. .	100.0
Technical home economics	27.2	23.4	27.1	0.7	0.6	79.0	82.6	18.3	0.7	84.9	. .	76.0	21.9	3.7	4.1	61.5	. .	100.0	. .
Sociology, rural sociology	24.4	45.7	25.1	21.6	14.7	27.7	17.4	39.4	15.8	39.0	24.3	53.5	45.2	35.2	49.0	50.0	30.8	50.0	. .
Education, philosophy, psychology	47.3	51.1	47.4	52.2	46.8	54.0	34.8	53.5	23.8	71.2	37.1	81.7	69.9	37.0	49.0	57.7	46.2	75.0	. .
History, government, civics	8.6	10.6	8.7	6.8	8.3	8.7	17.4	8.4	9.4	11.7	7.1	11.3	6.8	14.8	12.2	7.7	7.7	25.0	. .
English, public speaking, journalism ..	14.5	39.4	15.2	14.2	10.2	15.7	13.0	15.4	11.7	17.6	14.3	32.4	17.8	13.0	38.8	46.2	23.1	75.0	. .
Foreign language	7.6	4.2	7.5	5.6	2.6	3.4	. .	2.8	16.6	4.9	4.3	7.0	6.8	13.0	4.1	3.8	7.7	. .	. .
Business administration, office organization and management	9.8	35.1	10.5	11.7	11.5	7.3	. .	7.0	10.1	6.3	14.3	14.1	8.2	9.2	34.7	46.2	23.1	25.0	. .
Other	11.5	10.6	11.5	7.6	10.2	14.4	8.7	8.4	10.7	23.4	7.1	22.5	11.0	9.2	10.2	15.4	. .	25.0	. .
Percentage of time devoted to subject:																			
Mathematics, including statistics	3.6	7.4	3.7	3.1	5.5	1.2	. .	2.8	5.3	2.0	2.0	0.8	4.0	3.0	7.6	7.6	9.8	1.8	. .
Chemistry, physics, agricultural and household chemistry	6.0	6.3	6.0	5.5	6.1	6.4	23.5	3.3	6.6	6.3	1.6	4.4	2.4	4.7	7.9	4.2	5.0	7.6	. .
Biology, botany, zoology, bacteriology, physiology	9.7	8.0	9.6	8.9	9.5	3.0	3.8	7.6	15.1	2.5	5.4	2.4	3.5	10.5	10.5	6.3	4.2	5.8	. .
Economics, agricultural economics, farm management, marketing, credit	17.1	19.4	17.1	18.0	11.7	4.2	4.2	9.0	23.5	6.8	32.6	4.2	13.7	27.1	21.6	17.3	19.9	1.8	61.7
Technical agriculture, entomology, pathology	23.8	15.0	23.6	32.3	36.5	1.4	3.8	24.0	31.9	1.2	33.4	1.2	18.0	22.1	20.7	1.4	24.6	. .	38.3
Technical home economics	11.3	6.6	11.2	0.2	0.2	46.8	35.5	11.9	0.1	39.4	. .	31.6	6.3	1.3	0.2	19.5	. .	20.0	. .
Sociology, rural sociology	5.1	8.2	5.2	5.0	3.3	7.1	6.0	8.7	3.2	7.7	2.8	11.2	12.6	7.0	6.6	9.8	10.2	9.8	. .
Education, philosophy, psychology	13.2	12.3	13.2	17.3	17.6	17.7	13.4	23.4	4.2	25.1	16.1	29.3	31.8	9.3	8.6	12.9	16.2	31.5	. .
History, government, civics	1.4	2.0	1.5	1.7	1.6	1.7	3.8	1.7	1.2	1.0	0.5	0.9	0.9	4.0	2.7	0.8	1.6	2.6	. .
English, public speaking, journalism ..	2.1	6.9	2.2	2.0	1.5	3.0	4.2	3.6	1.6	1.5	0.9	6.8	2.7	3.1	7.1	8.3	2.8	10.7	. .
Foreign language	1.4	1.0	1.4	1.3	0.3	0.9	. .	0.7	2.2	0.4	0.3	1.6	1.5	1.5	0.8	1.0	2.0	. .	. .
Business administration, office organization and management	1.6	5.1	1.7	2.2	1.6	1.8	. .	1.8	1.4	0.5	1.8	1.9	0.7	1.7	4.5	7.4	3.7	4.4	. .
Other	3.7	1.8	3.6	2.5	4.6	4.8	1.8	1.5	3.7	5.6	2.6	3.7	1.9	4.7	1.2	3.5	. .	4.0	. .

Compiled by Extension Studies and Teaching Section, Extension Service, U.S.D.A.

SUBJECTS WHICH WERE FOUND MOST HELPFUL IN EXTENSION WORK

(Reported by 7,873 extension workers - 1938)

ITEM		Position																		
					White agents					Specialists		White supervisors			Dir's	Negro agts.		Negro supervisors		
		Total White	Total Negro	Total W & N	Agr.	Asst. agr.	H.dem	Asst. H.dem	4-H Club	Agr.	H. E.	Agr. agts.	H.D. agts.	4-H work	& assts	Agr.	H.dem	Agr. agts.	H.D. agts.	4-H work
Percentage who reported any subject found most helpful....................		96.7	96.6	96.7	96.5	97.1	97.2	94.2	96.8	96.2	96.9	98.1	96.9	98.0	94.4	94.9	98.4	100.0	92.8	100.0
Percentage of those rpt'ng who ranked:																				
Mathematics, statistics.........	1	3.7	13.1	4.2	4.4	2.8	1.0	. .	3.6	7.7	2.4	4.4	. .	2.8	1.2	16.4	10.8	5.6	. .	11.1
	2	7.2	9.8	7.4	8.4	7.7	2.7	1.2	5.8	11.4	6.7	7.5	8.7	2.8	14.3	13.3	5.4	16.7	7.7	. .
	3	10.7	9.3	10.6	12.3	12.1	5.5	4.9	9.1	13.8	9.9	9.4	15.0	10.4	19.0	8.4	10.2	5.6	15.4	11.1
Chemistry, physics, agricultural)	1	7.4	8.2	7.5	7.7	6.4	6.3	3.7	5.4	9.4	11.1	6.3	8.7	4.9	7.1	9.8	7.0	11.1	. .	. .
and household chemistry......)	2	16.7	15.3	16.6	17.8	16.1	16.0	18.5	15.3	15.7	20.2	15.7	18.1	11.1	15.5	18.2	12.9	5.6	23.1	. .
	3	14.8	11.3	14.6	15.9	14.8	13.7	12.3	12.7	16.3	12.6	14.5	12.6	9.7	11.9	10.2	12.9	5.6	7.7	22.2
Biology, botany, zoology, bac-)	1	10.5	12.0	10.6	12.8	11.5	5.2	2.5	11.3	13.7	7.1	6.9	11.0	9.0	15.5	16.4	8.1	5.6	. .	11.1
teriology, physiology........)	2	20.3	11.5	19.8	23.1	28.4	15.4	9.9	17.8	22.0	11.8	17.0	10.2	16.0	13.1	8.9	12.9	22.2	15.4	22.2
	3	15.1	13.1	15.0	17.8	15.1	10.9	14.8	18.5	13.9	14.6	18.9	13.4	10.4	17.8	17.3	9.1	11.1	7.7	. .
Economics, agr. economics, farm)	1	15.1	24.6	15.7	19.0	12.1	6.3	6.2	12.7	21.2	11.8	20.8	9.4	11.8	32.1	34.7	11.8	44.4	15.4	11.1
management, marketing, credit)	2	20.6	18.0	20.5	27.6	26.1	8.8	14.8	21.1	19.5	10.3	32.7	14.2	11.8	32.1	23.1	11.3	22.2	. .	44.4
	3	12.4	12.6	12.4	15.1	18.2	6.3	6.2	11.6	14.0	9.5	11.9	5.5	11.8	8.3	11.6	13.4	16.7	23.1	. .
Technical agriculture, ento-)	1	49.6	22.4	48.0	73.1	75.7	2.2	3.7	56.4	60.9	4.3	69.2	3.9	39.6	58.3	35.6	3.8	55.6	. .	44.4
mology, pathology...........)	2	8.7	10.0	8.8	10.3	7.5	3.4	1.2	8.4	15.6	2.0	9.4	4.7	9.7	14.3	13.3	4.3	27.8	15.4	. .
	3	4.2	6.0	4.3	4.9	6.1	1,9	2.5	3.6	5.3	0.8	8.2	5.5	2.1	4.8	8.4	3.8	. .	. .	11.1
Technical home economics........	1	25.7	29.7	26.0	. .	. .	85.8	82.7	18.2	0.1	79.8	. .	75.6	27.8	3.6	0.4	65.0	. .	69.2	33.3
	2	1.9	8.2	2.3	0.1	. .	5.1	3.7	2.2	0.3	6.3	. .	13.4	4.2	2.4	0.9	18.8	. .	. .	. .
	3	1.3	5.1	1.5	0.1	0.3	3.6	4.9	1.4	0.3	3.2	0.6	3.9	3.5	1.2	1.3	9.1	. .	15.4	11.1
Sociology, rural sociology......	1	7.3	18.0	7.9	4.6	4.4	12.0	13.6	10.9	4.5	10.7	3.8	18.9	18.0	6.0	19.6	16.7	16.7	15.4	11.1
	2	12.4	27.0	13.3	8.9	6.9	20.0	19.8	16.0	8.1	26.1	7.5	15.0	22.2	8.3	21.8	33.9	22.2	23.1	33.3
	3	9.6	16.6	10.0	8.5	5.9	13.2	21.0	11.6	5.9	15.0	7.5	17.3	9.7	7.1	16.9	17.7	5.6	15.4	11.1
Education, philosophy,psychology	1	12.6	14.8	12.8	10.4	5.9	15.6	11.1	20.7	6.4	25.3	17.0	33.8	34.7	15.5	12.9	16.7	27.8	15.4	. .
	2	22.3	19.3	22.1	17.1	13.9	35.9	39.5	22.5	13.4	36.0	16.4	37.0	34.0	14.3	17.3	21.5	. .	38.5	33.3
	3	14.5	13.5	14.5	13.3	8.5	20.1	19.8	16.4	12.3	16.2	17.0	8.7	11.1	13.1	9.8	17.2	11.1	23.1	22.2
History, government, civics.....	1	2.1	8.2	2.5	2.0	1.5	2.5	. .	2.2	2.0	1.2	3.8	6.3	0.7	3.6	9.3	7.5	5.6	7.7	. .
	2	5.5	8.9	5.7	4.8	2.1	6.6	2.5	6.5	5.1	13.4	5.7	10.2	7.6	3.6	8.4	9.7	5.6	15.4	. .
	3	8.7	10.4	8.8	8.5	7.5	8.3	12.3	10.5	7.8	13.0	6.9	14.2	8.3	19.0	8.4	10.8	16.7	23.1	22.2
English, public speaking,)	1	15.4	19.3	15.6	13.3	10.6	14.5	12.3	16.0	19.3	22.5	12.6	33.1	25.0	28.6	17.8	21.5	22.2	7.7	22.2
journalism..................)	2	16.0	12.6	15.8	14.7	15.4	18.8	22.2	18.5	15.0	15.0	21.4	13.4	10.4	17.8	13.8	11.3	11.1	23.1	. .
	3	16.9	14.6	16.7	14.1	17.9	20.4	18.5	17.4	16.5	20.2	15.1	17.3	22.9	16.7	10.7	17.2	22.2	15.4	44.4
Foreign language................	1	0.6	3.1	0.8	0.5	0.6	0.5	1.2	0.7	1.0	1.2	. .	1.6	0.7	. .	2.2	3.8	. .	7.7	11.1
	2	0.9	0.9	0.9	0.8	. .	0.8	. .	0.7	1.5	2.0	3.1	0.8	0.7	1.2	0.9	. .	11.1	. .	. .
	3	6.5	4.2	6.4	5.5	3.4	6.6	1.2	4.0	7.0	16.6	6.9	20.5	8.3	14.3	4.4	3.8	5.6	7.7	. .
Business administration, office)	1	2.6	5.5	2.7	3.1	1.6	2.3	1.2	2.2	1.9	2.4	4.4	3.9	2.1	3.6	5.8	4.8	11.1	. .	11.1
organization and management..)	2	3.4	6.2	3.6	4.2	4.4	2.0	1.2	2.5	4.0	3.2	3.1	3.1	2.1	3.6	9.8	2.7	. .	7.7	. .
	3	3.2	7.5	3.4	3.7	3.0	1.9	2.5	2.9	4.0	3.2	3.1	3.9	3.5	2.4	6.2	8.1	11.1	15.4	11.1
Other..........................	1	1.1	0.4	1.1	0.1	0.5	1.6	. .	1.8	1.8	6.7	. .	3.9	0.7	2.4	. .	1.1	. .	. .	. .
	2	1.0	0.7	1.0	0.4	0.8	1.4	3.7	1.1	1.2	2.8	. .	2.4	0.7	2.4	0.9	0.5	. .	. .	. .
	3	1.3	1.6	1.3	0.9	1.1	1.7	. .	1.1	1.8	4.0	. .	0.8	0.7	. .	0.4	3.2	. .	. .	. .

Compiled by Extension Studies and Teaching Section, Extension Service, U.S.D.A.

SUBJECTS WHICH SHOULD HAVE RECEIVED GREATER EMPHASIS

(Reported by 7,873 extension workers - 1938)

ITEM		Position																		
					White agents					Specialists		White supervisors			Dir's	Negro agts.		Negro supervisors		
		Total White	Total Negro	Total W & N	Agr.	Asst. Agr.	H.dem	Asst. H.dem	4-H Club	Agr.	H. E.	Agr. agts.	H. D. agts.	4-H work	& assts	Agr.	H.dem	Agr. agts.	H. D. agts	4-H work
Percentage who wished they had taken additional work in any subject........		89.9	90.6	89.9	90.4	93.9	89.4	90.7	91.5	86.8	88.9	90.1	89.3	93.2	84.3	89.9	93.1	83.3	71.4	100.0
Percentage of those rpt'ng who ranked:																				
Mathematics, statistics..........	1	4.8	9.9	5.2	4.9	6.4	1.2	. .	3.8	11.3	5.6	3.4	0.8	2.9	1.3	9.4	10.8	6.7	20.0	. .
	2	5.8	6.8	5.9	5.6	7.4	2.7	1.3	5.4	10.2	5.2	9.6	6.0	2.2	13.3	8.0	5.1	20.0	. .	. .
	3	8.8	8.3	8.7	10.4	9.8	5.3	5.1	7.7	10.3	9.0	6.2	5.1	9.5	9.3	8.4	8.5	6.7	. .	11.1
Chemistry, physics, agricultural)	1	6.8	10.6	7.0	7.7	7.4	4.3	1.3	2.7	10.4	4.7	4.8	7.7	3.6	6.7	12.7	8.0	20.0	10.0	. .
and household chemistry......)	2	8.9	10.2	9.0	9.1	10.5	7.1	3.8	8.1	11.4	12.5	4.1	7.7	5.8	6.7	10.3	11.4	. .	. .	11.1
	3	8.4	7.8	8.4	9.0	9.7	6.3	9.0	10.8	9.2	7.3	12.3	5.1	5.1	9.3	8.0	6.2	20.0	10.0	11.1
Biology, botany, zoology, bac-)	1	8.8	13.9	9.1	9.2	10.5	7.2	7.7	10.8	11.4	5.6	4.8	4.3	6.6	5.3	16.9	10.2	13.3	10.0	22.2
teriology, physiology........)	2	10.9	6.6	10.6	13.2	16.4	6.9	6.4	11.2	9.6	7.3	10.3	5.1	9.5	9.3	7.0	6.2	13.3	. .	. .
	3	8.4	12.0	8.6	9.4	8.5	7.2	9.0	6.9	8.9	6.0	6.8	6.8	5.8	6.7	13.6	10.2	13.3	. .	22.2
Economics, agr. economics, farm)	1	24.0	24.1	24.0	29.5	21.2	13.2	12.8	21.2	25.5	24.6	37.0	29.0	16.0	48.0	29.1	17.0	46.7	10.0	22.2
management, marketing, credit)	2	16.2	18.0	16.4	18.4	17.6	12.0	9.0	15.8	16.7	17.2	17.1	16.2	14.6	16.0	19.7	15.3	13.3	30.0	22.2
	3	12.0	11.3	12.0	12.9	11.2	10.5	11.5	13.8	11.4	13.8	12.3	11.1	15.3	9.3	12.2	10.8	20.0	. .	. .
Technical agriculture, entom-)	1	23.0	18.0	22.7	31.6	38.1	8.2	10.2	23.8	22.0	3.4	24.6	6.0	12.4	25.3	28.6	5.7	20.0	10.0	11.1
ology, pathology............)	2	9.9	12.3	10.0	12.4	13.6	4.5	5.1	12.7	12.8	3.4	2.7	4.3	5.1	6.7	18.3	4.5	20.0	10.0	11.1
	3	8.3	6.6	8.2	9.9	12.5	4.2	3.8	10.4	9.6	1.3	8.9	6.8	8.8	5.3	9.8	2.3	13.3	. .	11.1
Technical home economics........	1	9.4	15.8	9.8	0.3	0.3	31.3	24.4	8.8	0.4	26.3	. .	26.5	7.3	4.0	0.9	35.2	. .	20.0	11.1
	2	3.3	5.9	3.4	0.5	0.2	10.1	14.1	3.1	0.4	6.9	. .	9.4	2.9	. .	. .	13.1	. .	. .	22.2
	3	3.3	5.9	3.5	0.8	1.7	8.3	10.2	3.8	0.8	7.8	2.7	10.2	5.8	. .	1.4	11.4	. .	20.0	. .
Sociology, rural sociology......	1	17.6	23.9	18.0	13.0	9.5	26.7	23.1	23.1	9.9	27.2	21.2	36.8	43.8	20.0	24.9	22.2	40.0	20.0	11.1
	2	17.7	19.8	17.8	16.6	14.6	20.5	23.1	18.5	14.6	21.6	15.1	29.0	23.4	20.0	17.8	22.2	. .	30.0	44.4
	3	11.5	13.0	11.6	12.4	11.0	10.5	7.7	12.3	10.6	12.9	13.7	12.8	10.9	9.3	14.6	10.8	13.3	20.0	11.1
Education, philosophy, psychology.	1	16.1	12.5	15.9	14.2	12.9	14.8	21.8	21.9	16.9	22.8	24.6	22.2	27.7	25.3	11.7	11.4	33.3	10.0	22.2
	2	15.7	11.1	15.4	15.3	12.7	15.5	9.0	18.8	14.6	15.5	22.6	23.9	26.3	21.3	12.7	8.5	20.0	10.0	11.1
	3	11.7	6.6	11.4	11.8	12.0	10.8	6.4	13.1	12.4	11.2	10.3	14.5	11.7	12.0	6.1	8.0	. .	10.0	. .
History, government, civics.....	1	3.1	5.7	3.2	2.4	2.0	2.6	5.1	2.7	4.6	4.7	6.8	8.5	2.9	5.3	7.5	4.5	. .	. .	. .
	2	5.4	7.1	5.5	5.1	3.4	5.6	3.8	4.6	6.4	7.8	6.2	6.8	5.1	6.7	5.6	9.1	6.7	. .	11.1
	3	7.6	5.7	7.5	7.9	8.1	6.3	9.0	5.8	7.9	9.0	3.4	12.0	10.9	13.3	4.2	5.7	6.7	30.0	11.1
English, public speaking,)	1	16.3	18.0	16.4	13.3	12.4	18.4	17.9	17.3	18.8	27.2	17.8	25.6	19.7	16.0	16.9	20.4	6.7	20.0	11.1
journalism..................)	2	11.1	10.4	11.1	10.2	11.0	10.9	20.5	14.6	12.1	12.9	9.6	9.4	13.1	10.7	9.8	11.4	13.3	10.0	. .
	3	9.5	8.3	9.4	8.3	10.8	9.7	10.2	10.0	10.1	8.2	11.6	10.2	12.4	14.7	7.5	9.1	6.7	10.0	11.1
Foreign language...............	1	1.3	2.6	1.4	1.1	0.7	1.2	. .	0.8	1.9	1.7	1.4	3.4	5.1	2.7	2.3	2.8	. .	10.0	. .
	2	1.5	1.9	1.5	1.0	1.4	2.0	1.3	0.8	2.2	1.7	3.4	1.7	0.7	1.3	1.4	2.3	6.7	. .	. .
	3	5.7	4.2	5.6	5.7	3.7	4.4	3.8	3.8	7.6	8.2	7.5	8.5	5.1	14.7	3.8	5.7	. .	. .	. .
Business administration, office)	1	13.7	18.4	14.0	15.6	7.8	17.8	7.7	10.8	8.4	12.5	11.6	11.1	10.9	12.0	15.5	23.3	6.7	20.0	11.1
organization and management..)	2	11.8	13.7	11.9	13.2	11.4	12.5	10.2	9.6	9.4	5.2	17.1	8.5	7.3	18.7	13.1	14.2	13.3	10.0	22.2
	3	11.2	13.9	11.3	12.8	9.2	10.1	11.5	10.8	10.2	9.9	9.6	10.2	10.2	12.0	12.2	17.6	6.7	10.0	. .
Other........................	1	1.2	1.9	1.2	0.2	0.3	2.4	2.6	1.2	1.4	3.4	. .	5.1	. .	2.7	. .	4.5	. .	. .	. .
	2	0.6	0.7	0.6	0.2	. .	1.8	1.3	. .	0.2	2.2	. .	3.4	. .	. .	1.4	. .	. .	. .	. .
	3	1.1	1.6	1.1	0.7	0.5	2.2	1.3	1.2	0.6	2.2	. .	2.6	. .	. .	0.9	2.8	. .	. .	. .

Compiled by Extension Studies and Teaching, Section, Extension Service, U. S. D. A.

RELATIVE EMPHASIS PLACED UPON SUBJECT-MATTER COURSES

(Reported by 7,873 extension workers - 1938)

ITEM	Position																			
				White agents					Specialists		White supervisors			Dir's & assts	Negro agts.		Negro supervisors			
	Total White	Total Negro	Total W & N	Agr.	Asst. agr.	H.dem	Asst. H.dem	4-H Club	Agr.	H.E.	Agr. agts.	H.D. agts.	4-H work		Agr.	H.dem	Agr. agts.	H.D. agts.	4-H work
Mathematics, including statistics:																				
Undergraduate study:																				
Percentage taking..................	67.1	80.8	67.9	78.5	75.7	39.2	33.3	66.8	80.8	47.9	81.0	62.5	60.0	79.5	87.8	71.2	94.4	85.7	66.7
Percentage of time..................	4.3	7.9	4.6	5.0	4.9	2.2	1.5	3.6	6.2	2.9	5.6	3.9	3.9	6.2	9.1	6.6	7.5	7.0	5.0
Advanced study:																				
Percentage taking..................	19.5	31.9	19.9	15.1	20.5	6.1	. .	16.9	40.3	16.1	15.7	8.4	23.3	22.2	32.6	23.1	46.2	50.0	. .
Percentage of time..................	3.6	7.4	3.7	3.1	5.5	1.2	. .	2.8	5.3	2.0	2.0	0.8	4.0	3.0	7.6	7.6	9.8	1.8	. .
Percentage rating helpfulness: 1	3.7	13.1	4.2	4.4	2.8	1.0	. .	3.6	7.7	2.4	4.4	. .	2.8	1.2	16.4	10.8	5.6	. .	11.1
2	7.2	9.8	7.4	8.4	7.7	2.7	1.2	5.8	11.4	6.7	7.5	8.7	2.8	14.3	13.3	5.4	16.7	7.7	. .
3	10.7	9.3	10.6	12.3	12.1	5.5	4.9	9.1	13.8	9.9	9.4	15.0	10.4	19.0	8.4	10.2	5.6	15.4	11.1
Percentage rating additional work) 1	4.8	9.9	5.2	4.9	6.4	1.2	. .	3.8	11.3	5.6	3.4	0.8	2.9	1.3	9.4	10.8	6.7	20.0	. .
desirable:) 2	5.8	6.8	5.9	5.6	7.4	2.7	1.3	5.4	10.2	5.2	9.6	6.0	2.2	13.3	8.0	5.1	20.0	. .	. .
3	8.8	8.3	8.7	10.4	9.8	5.3	5.1	7.7	10.3	9.0	6.2	5.1	9.5	9.3	8.4	8.5	6.7	. .	11.1
Chemistry, physics, agricultural and household chemistry:																				
Undergraduate study:																				
Percentage taking..................	97.7	93.6	97.5	98.6	97.6	97.6	98.8	95.7	97.2	96.5	97.5	96.1	96.6	95.2	93.4	92.9	100.0	100.0	88.9
Percentage of time..................	11.8	11.4	11.8	12.0	11.7	11.6	11.0	11.5	11.7	11.6	11.1	10.6	11.3	12.2	11.9	10.9	14.0	8.2	9.8
Advanced study:																				
Percentage taking..................	20.9	24.5	21.0	16.4	17.9	19.3	26.1	12.7	29.3	30.2	10.0	25.4	12.3	9.2	26.5	23.1	15.4	50.0	. .
Percentage of time..................	6.0	6.3	6.0	5.5	6.1	6.4	23.5	3.3	6.6	6.3	1.6	4.4	2.4	4.7	7.9	4.2	5.0	7.6	. .
Percentage rating helpfulness: 1	7.4	8.2	7.5	7.7	6.4	6.3	3.7	5.4	9.4	11.1	6.3	8.7	4.9	7.1	9.8	7.0	11.1	. .	. .
2	16.7	15.3	16.6	17.8	16.1	16.0	18.5	15.3	15.7	20.2	15.7	18.1	11.1	15.5	18.2	12.9	5.6	23.1	. .
3	14.8	11.3	14.6	15.9	14.8	13.7	12.3	12.7	16.3	12.6	14.5	12.6	9.7	11.9	10.2	12.9	5.6	7.7	22.2
Percentage rating additional work) 1	6.8	10.6	7.0	7.7	7.4	4.3	1.3	2.7	10.4	4.7	4.8	7.7	3.6	6.7	12.7	8.0	20.0	10.0	. .
desirable:) 2	8.9	10.2	9.0	9.1	10.5	7.1	3.8	8.1	11.4	12.5	4.1	7.7	5.8	6.7	10.3	11.4	. .	. .	11.1
3	8.4	7.8	8.4	9.0	9.7	6.3	9.0	10.8	9.2	7.3	12.3	5.1	5.1	9.3	8.0	6.2	20.0	10.0	11.1
Biology, botany, zoology, bacteriology, physiology:																				
Undergraduate study:																				
Percentage taking..................	96.3	92.5	96.1	97.9	97.2	95.5	98.8	97.1	93.7	93.4	96.2	92.2	95.2	98.8	93.9	90.2	94.4	92.8	100.0
Percentage of time..................	10.7	9.9	10.7	11.7	12.1	8.4	8.2	10.7	12.1	8.1	10.9	7.7	10.0	11.1	11.2	8.5	9.0	6.2	8.7
Advanced study:																				
Percentage taking..................	23.4	29.8	23.6	22.4	23.1	13.6	8.7	25.4	38.7	14.1	18.6	15.5	12.3	31.5	30.6	34.6	15.4	50.0	. .
Percentage of time..................	9.7	8.0	9.6	8.9	9.5	3.0	3.8	7.6	15.1	2.5	5.4	2.4	3.5	10.5	10.5	6.3	4.2	5.8	. .
Percentage rating helpfulness: 1	10.5	12.0	10.6	12.8	11.5	5.2	2.5	11.3	13.7	7.1	6.9	11.0	9.0	15.5	16.4	8.1	5.6	. .	11.1
2	20.3	11.5	19.8	23.1	28.4	15.4	9.9	17.8	22.0	11.8	17.0	10.2	16.0	13.1	8.9	12.9	22.2	15.4	22.2
3	15.1	13.1	15.0	17.8	15.1	10.9	14.8	18.5	13.9	14.6	18.9	13.4	10.4	17.8	17.3	9.1	11.1	7.7	. .
Percentage rating additional work) 1	8.8	13.9	9.1	9.2	10.5	7.2	7.7	10.8	11.4	5.6	4.8	4.3	6.6	5.3	16.9	10.2	13.3	10.0	22.2
desirable:) 2	10.9	6.6	10.6	13.2	16.4	6.9	6.4	11.2	9.6	7.3	10.3	5.1	9.5	9.3	7.0	6.2	13.3	. .	. .
3	8.4	12.0	8.6	9.4	8.5	7.2	9.0	6.9	8.9	6.0	6.8	6.8	5.8	6.7	13.6	10.2	13.3	. .	22.2

Compiled by Extension Studies and Teaching Section, Extension Service, U.S.D.A.

RELATIVE EMPHASIS PLACED UPON SUBJECT-MATTER COURSES (CONTINUED)

(Reported by 7,873 extension workers - 1938)

ITEM	Position																		
				White agents					Specialists		White supervisors				Negro agts.		Negro supervisors		
	Total White	Total Negro	Total W & N	Agr.	Asst. agr.	H.dem	Asst. H.dem	4-H Club	Agr.	H.E.	Agr. agts.	H.D. agts.	4-H work	Dir's & assts	Agr.	H.dem	Agr. agts.	H.D. agts.	4-H work
Economics, agricultural economics, farm management, marketing, credit:																			
Undergraduate study:																			
Percentage taking	86.3	87.0	86.4	94.4	95.8	68.6	82.1	92.4	92.0	71.0	89.9	62.5	84.1	85.5	97.8	72.8	94.4	85.7	88.9
Percentage of time	7.5	9.0	7.6	9.5	10.3	3.2	3.1	8.1	9.0	3.2	9.0	3.0	5.3	8.0	12.0	5.4	8.7	5.1	6.7
Advanced study:																			
Percentage taking	40.1	64.9	40.9	46.5	39.1	15.6	26.1	29.6	54.5	37.6	60.0	32.4	37.0	68.5	73.5	53.8	61.5	25.0	100.0
Percentage of time	17.1	19.4	17.1	18.0	11.7	4.2	4.2	9.0	23.5	6.8	32.6	4.2	13.7	27.1	21.6	17.3	19.9	1.8	61.7
Percentage rating helpfulness: 1	15.1	24.6	15.7	19.0	12.1	6.3	6.2	12.7	21.2	11.8	20.8	9.4	11.8	32.1	34.7	11.8	44.4	15.4	11.1
2	20.6	18.0	20.5	27.6	26.1	8.8	14.8	21.1	19.5	10.3	32.7	14.2	11.8	32.1	23.1	11.3	22.2	. .	44.4
3	12.4	12.6	12.4	15.1	18.2	6.3	6.2	11.6	14.0	9.5	11.9	5.5	11.8	8.3	11.6	13.4	16.7	23.1	. .
Percentage rating additional work desirable: 1	24.0	24.1	24.0	29.5	21.2	13.2	12.8	21.2	25.5	24.6	37.0	29.0	16.0	48.0	29.1	17.0	46.7	10.0	22.2
2	16.2	18.0	16.4	18.4	17.6	12.0	9.0	15.8	16.7	17.2	17.1	16.2	14.6	16.0	19.7	15.3	13.3	30.0	22.2
3	12.0	11.3	12.0	12.9	11.2	10.5	11.5	13.8	11.4	13.8	12.3	11.1	15.3	9.3	12.2	10.8	20.0	. .	. .
Technical agriculture, entomology, pathology:																			
Undergraduate study:																			
Percentage taking	70.5	55.7	69.6	95.9	95.6	16.2	27.4	75.4	90.0	13.9	96.8	23.4	62.1	88.0	80.3	23.4	94.4	14.3	77.8
Percentage of time	23.8	10.0	22.9	34.7	34.2	1.0	1.7	25.4	31.7	1.3	36.5	1.4	20.4	29.3	14.9	1.4	20.9	3.6	18.6
Advanced study:																			
Percentage taking	41.0	45.7	41.1	55.8	64.7	5.4	13.0	49.3	62.7	4.9	64.3	7.0	32.9	40.7	63.3	7.7	61.5	. .	100.0
Percentage of time	23.8	15.0	23.6	32.3	36.5	1.4	3.8	24.0	31.9	1.2	33.4	1.2	18.0	22.1	20.7	1.4	24.6	. .	38.3
Percentage rating helpfulness: 1	49.6	22.4	48.0	73.1	75.7	2.2	3.7	56.4	60.9	4.3	69.2	3.9	39.6	58.3	35.6	3.8	55.6	. .	44.4
2	8.7	10.0	8.8	10.3	7.5	3.4	1.2	8.4	15.6	2.0	9.4	4.7	9.7	14.3	13.3	4.3	27.8	15.4	. .
3	4.2	6.0	4.3	4.9	6.1	1.9	2.5	3.6	5.3	0.8	8.2	5.5	2.1	4.8	8.4	3.8	. .	. .	11.1
Percentage rating additional work desirable: 1	23.0	18.0	22.7	31.6	38.1	8.2	10.2	23.8	22.0	3.4	24.6	6.0	12.4	25.3	28.6	5.7	20.0	10.0	11.1
2	9.9	12.3	10.0	12.4	13.6	4.5	5.1	12.7	12.8	3.4	2.7	4.3	5.1	6.7	18.3	4.5	20.0	10.0	11.1
3	8.3	6.6	8.2	9.9	12.5	4.2	3.8	10.4	9.6	1.3	8.9	6.8	8.8	5.3	9.8	2.3	13.3	. .	11.1
Technical home economics:																			
Undergraduate study:																			
Percentage taking	30.8	44.3	31.6	1.4	1.0	97.6	98.8	25.3	1.4	93.4	0.6	94.5	39.3	7.2	7.9	89.7	. .	100.0	44.4
Percentage of time	10.2	10.1	10.2	0.1	0.1	33.4	36.8	8.1	0.2	30.5	0.1	29.9	13.6	1.5	0.6	23.2	. .	26.1	15.7
Advanced study:																			
Percentage taking	27.2	23.4	27.1	0.7	0.6	79.0	82.6	18.3	0.7	84.9	. .	76.0	21.9	3.7	4.1	61.5	. .	100.0	. .
Percentage of time	11.3	6.6	11.2	0.2	0.2	46.8	35.5	11.9	0.1	39.4	. .	31.6	6.3	1.3	0.2	19.5	. .	20.0	. .
Percentage rating helpfulness: 1	25.7	29.7	26.0	. .	. .	85.8	82.7	18.2	0.1	79.8	. .	75.6	27.8	3.6	0.4	65.0	. .	69.2	33.3
2	1.9	8.2	2.3	0.1	. .	5.1	3.7	2.2	0.3	6.3	. .	13.4	4.2	2.4	0.9	18.8	. .	. .	. .
3	1.3	5.1	1.5	0.1	0.3	3.6	4.9	1.4	0.3	3.2	0.6	3.9	3.5	1.2	1.3	9.1	. .	15.4	11.1
Percentage rating additional work desirable: 1	9.4	15.8	9.8	0.3	0.3	31.3	24.4	8.8	0.4	26.3	. .	26.5	7.3	4.0	0.9	35.2	. .	20.0	11.1
2	3.3	5.9	3.4	0.5	0.2	10.1	14.1	3.1	0.4	6.9	. .	9.4	2.9	. .	. .	13.1	. .	. .	22.2
3	3.3	5.9	3.5	0.8	1.7	8.3	10.2	3.8	0.8	7.8	2.7	10.2	5.8	. .	1.4	11.4	. .	20.0	. .

Compiled by Extension Studies and Teaching Section, Extension Service, U.S.D.A.

RELATIVE EMPHASIS PLACED UPON SUBJECT-MATTER COURSES (CONTINUED)

(Reported by 7,873 extension workers - 1938)

ITEM	Position																	
				White agents					Specialists		White supervisors			Dir's	Negro agts.		Negro supervisors		
	Total White	Total Negro	Total W & N	Agr.	Asst. agr.	H.dem	Asst. H.dem	4-H Club	Agr.	H.E.	Agr. agts.	H.D. agts.	4-H work	& assts	Agr.	H.dem	Agr. agts.	H,D. agts.	4-H work
Sociology, rural sociology:																			
Undergraduate study:																			
Percentage taking..................	58.9	87.7	60.6	52.5	50.8	77.5	85.7	63.2	45.1	75.3	43.7	70.3	65.5	49.4	88.6	85.9	83.3	92.8	100.0
Percentage of time..................	2.8	6.7	3.0	2.4	2.1	3.8	3.9	3.1	2.0	3.8	2.0	4.0	3.7	2.6	7.1	6.4	5.8	6.6	5.8
Advanced study:																			
Percentage taking..................	24.4	45.7	25.1	21.6	14.7	27.7	17.4	39.4	15.8	39.0	24.3	53.5	45.2	35.2	49.0	50.0	30.8	50.0	. .
Percentage of time..................	5.1	8.2	5.2	5.0	3.3	7.1	6.0	8.7	3.2	7.7	2.8	11.2	12.6	7.0	6.6	9.8	10.2	9.8	. .
Percentage rating helpfulness: 1	7.3	18.0	7.9	4.6	4.4	12.0	13.6	10.9	4.5	10.7	3.8	18.9	18.0	6.0	19.6	16.7	16.7	15.4	11.1
2	12.4	27.0	13.3	8.9	6.9	20.0	19.8	16.0	8.1	26.1	7.5	15.0	22.2	8.3	21.8	33.9	22.2	23.1	33.3
3	9.6	16.6	10.0	8.5	5.9	13.2	21.0	11.6	5.9	15.0	7.5	17.3	9.7	7.1	16.9	17.7	5.6	15.4	11.1
Percentage rating additional work) 1	17.6	23.9	18.0	13.0	9.5	26.7	23.1	23.1	9.9	27.2	21.2	36.8	43.8	20.0	24.9	22.2	40.0	20.0	11.1
desirable:) 2	17.7	19.8	17.8	16.6	14.6	20.5	23.1	18.5	14.6	21.6	15.1	29.0	23.4	20.0	17.8	22.2	. .	30.0	44.4
3	11.5	13.0	11.6	12.4	11.0	10.5	7.7	12.3	10.6	12.9	13.7	12.8	10.9	9.3	14.6	10.8	13.3	20.0	11.1
Education, philosophy, psychology:																			
Undergraduate study:																			
Percentage taking..................	79.6	88.8	80.1	74.3	71.4	98.0	97.6	81.6	63.1	96.9	75.3	96.9	83.4	62.6	85.6	91.3	88.9	100.0	100.0
Percentage of time..................	8.5	10.5	8.6	6.9	6.2	13.4	12.5	8.9	4.8	12.6	5.5	11.7	10.1	5.5	9.8	11.8	7.4	12.1	8.9
Advanced study:																			
Percentage taking..................	47.3	51.1	47.4	52.2	46.8	54.0	34.8	53.5	23.8	71.2	37.1	81.7	69.9	37.0	49.0	57.7	46.2	75.0	. .
Percentage of time..................	13.2	12.3	13.2	17.3	17.6	17.7	13.4	23.4	4.2	25.1	16.1	29.3	31.8	9.3	8.6	12.9	16.2	31.5	. .
Percentage rating helpfulness: 1	12.6	14.8	12.8	10.4	5.9	15.6	11.1	20.7	6.4	25.3	17.0	33.8	34.7	15.5	12.9	16.7	27.8	15.4	. .
2	22.3	19.3	22.1	17.1	13.9	35.9	39.5	22.5	13.4	36.0	16.4	37.0	34.0	14.3	17.3	21.5	. .	38.5	33.3
3	14.5	13.5	14.5	13.3	8.5	20.1	19.8	16.4	12.3	16.2	17.0	8.7	11.1	13.1	9.8	17.2	11.1	23.1	22.2
Percentage rating additional work) 1	16.1	12.5	15.9	14.2	12.9	14.8	21.8	21.9	16.9	22.8	24.6	22.2	27.7	25.3	11.7	11.4	33.3	10.0	22.2
desirable:) 2	15.7	11.1	15.4	15.3	12.7	15.5	9.0	18.8	14.6	15.5	22.6	23.9	26.3	21.3	12.7	8.5	20.0	10.0	11.1
3	11.7	6.6	11.4	11.8	12.0	10.8	6.4	13.1	12.4	11.2	10.3	14.5	11.7	12.0	6.1	8.0	. .	10.0	. .
History, government, civics:																			
Undergraduate study:																			
Percentage taking..................	69.0	86.6	70.0	62.8	63.1	80.6	73.8	71.8	64.5	80.3	68.4	82.8	70.3	78.3	83.0	89.7	94.4	92.8	88.9
Percentage of time..................	4.1	7.0	4.3	3.5	3.4	5.1	3.9	4.4	3.7	5.3	4.5	6.2	4.6	5.0	6.9	7.5	5.9	6.0	4.3
Advanced study:																			
Percentage taking..................	8.6	10.6	8.7	6.8	8.3	8.7	17.4	8.4	9.4	11.7	7.1	11.3	6.8	14.8	12.2	7.7	7.7	25.0	. .
Percentage of time..................	1.4	2.0	1.5	1.7	1.6	1.7	3.8	1.7	1.2	1.0	0.5	0.9	0.9	4.0	2.7	0.8	1.6	2.6	. .
Percentage rating helpfulness: 1	2.1	8.2	2.5	2.0	1.5	2.5	. .	2.2	2.0	1.2	3.8	6.3	0.7	3.6	9.3	7.5	5.6	7.7	. .
2	5.5	8.9	5.7	4.8	2.1	6.6	2.5	6.5	5.1	13.4	5.7	10.2	7.6	3.6	8.4	9.7	5.6	15.4	. .
3	8.7	10.4	8.8	8.5	7.5	8.3	12.3	10.5	7.8	13.0	6.9	14.2	8.3	19.0	8.4	10.8	16.7	23.1	22.2
Percentage rating additional work) 1	3.1	5.7	3.2	2.4	2.0	2.6	5.1	2.7	4.6	4.7	6.8	8.5	2.9	5.3	7.5	4.5	. .	. .	. .
desirable:) 2	5.4	7.1	5.5	5.1	3.4	5.6	3.8	4.6	6.4	7.8	6.2	6.8	5.1	6.7	5.6	9.1	6.7	. .	11.1
3	7.6	5.7	7.5	7.9	8.1	6.3	9.0	5.8	7.9	9.0	3.4	12.0	10.9	13.3	4.2	5.7	6.7	30.0	11.1

Compiled by Extension Studies and Teaching Section, Extension Service, U.S.D.A.

RELATIVE EMPHASIS PLACED UPON SUBJECT-MATTER COURSES (CONTINUED)

(Reported by 7,873 extension workers - 1938)

ITEM	Position																		
				White agents					Specialists		White supervisors			Dir's	Negro agts.		Negro supervisors		
	Total White	Total Negro	Total W & N	Agr.	Asst. Agr.	H.dem	Asst. H.dem	4-H Club	Agr.	H. E.	Agr. agts.	H. D. agts.	4-H work	& assts	Agr.	H. D.	Agr. agts.	H. D. agts.	4-H work
English, public speaking, journalism:																			
Undergraduate study:																			
Percentage taking	97.4	96.2	97.4	96.9	96.8	98.6	100.0	100.0	96.6	96.9	97.5	97.6	98.6	95.2	96.1	96.7	100.0	85.7	100.0
Percentage of time....................	9.8	11.6	9.9	8.9	9.2	11.1	11.0	10.0	10.1	10.8	8.8	12.2	9.6	10.8	11.2	12.3	12.4	10.9	9.8
Advanced study:																			
Percentage taking....................	14.5	39.4	15.2	14.2	10.2	15.7	13.0	15.4	11.7	17.6	14.3	32.4	17.8	13.0	38.8	46.2	23.1	75.0	. .
Percentage of time....................	2.1	6.9	2.2	2.0	1.5	3.0	4.2	3.6	1.6	1.5	0.9	6.8	2.7	3.1	7.1	8.3	2.8	10.7	. .
Percentage rating helpfulness: 1	15.4	19.3	15.6	13.3	10.6	14.5	12.3	16.0	19.3	22.5	12.6	33.1	25.0	28.6	17.8	21.5	22.2	7.7	22.2
2	16.0	12.6	15.8	14.7	15.4	18.8	22.2	18.5	15.0	15.0	21.4	13.4	10.4	17.8	13.8	11.3	11.1	23.1	. .
3	16.9	14.6	16.7	14.1	17.9	20.4	18.5	17.4	16.5	20.2	15.1	17.3	22.9	16.7	10.7	17.2	22.2	15.4	44.4
Percentage rating additional work) 1	16.3	18.0	16.4	13.3	12.4	18.4	17.9	17.3	18.8	27.2	17.8	25.6	19.7	16.0	16.9	20.4	6.7	20.0	11.1
desirable:) 2	11.1	10.4	11.1	10.2	11.0	10.9	20.5	14.6	12.1	12.9	9.6	9.4	13.1	10.7	9.8	11.4	13.3	10.0	. .
3	9.5	8.3	9.4	8.3	10.8	9.7	10.2	10.0	10.1	8.2	11.6	10.2	12.4	14.7	7.5	9.1	6.7	10.0	11.1
Foreign language:																			
Undergraduate study:																			
Percentage taking....................	37.2	32.8	37.0	26.2	21.5	48.0	42.8	31.8	44.2	68.7	41.8	73.4	51.7	53.0	25.3	38.6	50.0	50.0	44.4
Percentage of time....................	2.5	2.1	2.5	1.7	1.3	3.2	2.5	2.3	3.1	5.4	2.5	5.8	4.2	4.6	1.4	2.6	3.2	3.6	4.2
Advanced study:																			
Percentage taking....................	7.6	4.2	7.5	5.6	2.6	3.4	. .	2.8	16.6	4.9	4.3	7.0	6.8	13.0	4.1	3.8	7.7	. .	. .
Percentage of time....................	1.4	1.0	1.4	1.3	0.3	0.9	. .	0.7	2.2	0.4	0.3	1.6	1.5	1.5	0.8	1.0	2.0	. .	. .
Percentage rating helpfulness: 1	0.6	3.1	0.8	0.5	0.6	0.5	1.2	0.7	1.0	1.2	. .	1.6	0.7	. .	2.2	3.8	. .	7.7	11.1
2	0.9	0.9	0.9	0.8	. .	0.8	. .	0.7	1.5	2.0	3.1	0.8	0.7	1.2	0.9	. .	11.1	. .	. .
3	6.5	4.2	6.4	5.5	3.4	6.6	1.2	4.0	7.0	16.6	6.9	20.5	8.3	14.3	4.4	3.8	5.6	7.7	. .
Percentage rating additional work) 1	1.3	2.6	1.4	1.1	0.7	1.2	. .	0.8	1.9	1.7	1.4	3.4	5.1	2.7	2.3	2.8	. .	10.0	. .
desirable:) 2	1.5	1.9	1.5	1.0	1.4	2.0	1.3	0.8	2.2	1.7	3.4	1.7	0.7	1.3	1.4	2.3	6.7	. .	. .
3	5.7	4.2	5.6	5.7	3.7	4.4	3.8	3.8	7.6	8.2	7.5	8.5	5.1	14.7	3.8	5.7	. .	. .	. .
Business administration, office org. and management:																			
Undergraduate study:																			
Percentage taking....................	20.4	39.4	21.6	23.2	25.2	15.8	22.6	20.6	20.2	13.9	21.5	14.8	17.9	15.7	43.2	31.5	61.1	50.0	44.4
Percentage of time....................	1.0	2.4	1.1	1.2	1.3	0.7	0.8	1.1	1.1	0.5	1.1	0.9	0.5	0.7	2.8	1.6	4.5	2.3	1.5
Advanced study:																			
Percentage taking....................	9.8	35.1	10.5	11.7	11.5	7.3	. .	7.0	10.1	6.3	14.3	14.1	8.2	9.2	34.7	46.2	23.1	25.0	. .
Percentage of time....................	1.6	5.1	1.7	2.2	1.6	1.8	. .	1.8	1.4	0.5	1.8	1.9	0.7	1.7	4.5	7.4	3.7	4.4	. .
Percentage rating helpfulness: 1	2.6	5.5	2.7	3.1	1.6	2.3	1.2	2.2	1.9	2.4	4.4	3.9	2.1	3.6	5.8	4.8	11.1	. .	11.1
2	3.4	6.2	3.6	4.2	4.4	2.0	1.2	2.5	4.0	3.2	3.1	3.1	2.1	3.6	9.8	2.7	. .	7.7	. .
3	3.2	7.5	3.4	3.7	3.0	1.9	2.5	2.9	4.0	3.2	3.1	3.9	3.5	2.4	6.2	8.1	11.1	15.4	11.1
Percentage rating additional work) 1	13.7	18.4	14.0	15.6	7.8	17.8	7.7	10.8	8.4	12.5	11.6	11.1	10.9	12.0	15.5	23.3	6.7	20.0	11.1
desirable:) 2	11.8	13.7	11.9	13.2	11.4	12.5	10.2	9.6	9.4	5.2	17.1	8.5	7.3	18.7	13.1	14.2	13.3	10.0	22.2
3	11.2	13.9	11.3	12.8	9.2	10.1	11.5	10.8	10.2	9.9	9.6	10.2	10.2	12.0	12.2	17.6	6.7	10.0	. .

Compiled by Extension Studies and Teaching Section, Extension Service, U. S. D. A.

SPECIAL EXTENSION COURSES, APPRENTICESHIP, AND ADVANCED STUDY

(Reported by 7,873 extension workers - 1938)

ITEM	Position																		
				White agents					Specialists		White supervisors			Dir's & assts	Negro agts.		Negro supervisors		
	Total White	Total Negro	Total W & N	Agr.	Asst. agr.	H.dem	Asst. H.dem	4-H Club	Agr.	H.E.	Agr. agts.	H.D. agts.	4-H work		Agr.	H.dem	Agr. agts.	H.D. agts.	4-H work
Percentage reporting importance of training beyond bachelor's degree:																			
Much......................	35.4	40.7	35.7	30.6	31.2	35.7	27.9	22.2	44.0	64.4	34.0	51.9	34.7	49.4	42.6	37.0	50.0	42.8	44.4
Some......................	51.6	40.5	50.9	53.8	56.7	52.3	60.5	64.1	43.7	29.5	50.0	42.0	59.9	46.1	40.1	40.2	38.9	50.0	44.4
Little....................	10.4	16.5	10.8	13.9	9.9	8.1	7.0	11.3	8.7	3.1	14.8	3.0	4.1	4.5	13.9	21.2	11.1	7.1	11.1
Extension organization or methods courses taken:																			
Percentage reporting...................	12.1	25.3	12.9	10.1	11.9	16.7	33.7	8.1	8.8	13.0	6.8	20.6	18.4	9.0	26.6	22.2	44.4	14.3	33.3
Average number courses.................	1.1	1.1	1.1	1.1	1.1	1.2	1.0	1.3	1.1	1.1	1.4	1.2	1.3	1.0	1.1	1.0	1.1	1.0	1.0
Percentage preferring extension courses on:																			
Undergraduate level only..............	43.0	53.7	43.6	44.6	50.2	50.5	58.1	56.7	27.7	29.9	35.2	32.8	30.6	21.3	50.6	59.8	27.8	64.3	44.4
Graduate level only....................	20.7	13.1	20.2	20.6	21.6	18.9	12.8	10.9	28.5	16.5	17.9	16.0	15.6	25.8	12.6	14.8	5.6	7.1	11.1
Both graduate and undergraduate........	31.8	26.3	31.5	30.6	23.7	26.1	22.1	28.9	37.4	51.0	43.8	48.8	52.4	50.6	28.3	19.6	66.7	21.4	44.4
Apprenticeship with reference to bachelor's degree:																			
Percentage preferring:																			
Before only..............	21.4	49.7	23.1	18.6	27.2	29.4	44.2	37.3	12.3	19.9	8.0	11.4	19.0	7.9	51.0	51.8	22.2	28.6	55.6
After only................	53.2	14.6	50.9	56.0	50.8	47.0	39.5	33.4	60.7	51.7	61.7	52.7	49.6	69.7	12.6	15.3	27.8	28.6	. .
Both before and after.....	19.1	33.0	19.9	20.1	15.8	16.4	12.8	20.8	17.9	22.6	27.8	30.5	27.9	18.0	33.3	29.6	50.0	42.8	44.4
Average number years:																			
Before only..............	0.8	0.9	0.8	1.0	0.8	0.7	0.4	0.7	0.8	0.6	0.8	0.5	0.6	0.6	1.0	0.9	0.5	1.2	0.8
After only................	1.0	0.9	1.0	1.2	1.0	0.7	0.8	0.9	1.0	0.8	1.1	0.8	1.0	1.1	1.0	0.8	0.8	0.8	. .
Both before and after.....	1.5	1.7	1.5	1.7	1.4	1.4	0.8	1.2	1.5	1.2	1.6	1.4	1.1	1.6	1.7	1.7	1.7	1.7	1.5

Compiled by Extension Studies and Teaching Section, Extension Service, U.S.D.A.

PRACTICAL EXPERIENCE WHICH CONTRIBUTED TO ABILITY TO DO EXTENSION WORK

(Reported by 7,873 extension workers - 1938)

ITEM		Position																		
					White agents					Specialists		White supervisors			Dir's	Negro agts.		Negro supervisors		
		Total White	Total Negro	Total W & N	Agr.	Asst. agr.	H.dem	Asst. H.dem	4-H Club	Agr.	H. E.	Agr. agts.	H.D. agts.	4-H work	& assts	Agr.	H.dem	Agr. agts.	H.D. agts.	4-H work
Percentage reporting practical experience beneficial:																				
Farming..............................		74.4	80.7	74.8	96.3	97.0	30.9	30.2	77.8	88.2	19.9	94.4	34.4	63.3	83.1	94.9	64.6	100.0	42.8	66,7
Percentage who ranked it:	1	73.6	64.5	73.1	83.6	83.6	16.0	15.4	76.0	74.4	28.8	81.7	22.2	62.4	82.4	82.7	27.9	100.0	16.7	66.7
	2	15.8	14.3	15.7	13.4	14.3	25.6	26.9	17.2	17.3	21.2	13.1	20.0	22.6	10.8	11.1	20.5	. .	33.3	33.3
	3	8.0	15.6	8.5	2.5	2.0	41.8	50.0	5.0	6.6	30.8	5.2	42.2	11.8	6.8	4.4	39.3	. .	16.7	. .
	4	2.1	5.3	2.3	0.4	0.1	12.9	7.7	1.8	1.6	17.3	. .	13.4	2.1	. .	1.8	12.3	. .	16.7	. .
	5	0.5	0.3	0.4	0.1	. .	3.7	. .	. .	0.1	1.9	. .	2.2	1.1	. .	. .	. .	. .	16.6	. .
	6	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Homemaking..........................		29.2	49.2	30.4	5.6	7.6	83.7	88.4	27.1	3.1	77.4	4.3	84.7	35.4	6.7	14.3	94.2	5.6	92.8	44.4
Percentage who ranked it:	1	50.2	44.4	49.6	3.1	. .	57.7	61.8	44.1	14.7	54.0	14.3	53.2	40.4	66.7	11.8	52.2	. .	38.5	. .
	2	33.3	32.6	33.2	16.7	16.7	34.9	31.6	36.4	26.5	37.1	14.3	38.7	40.4	. .	29.4	30.3	. .	53.8	100.0
	3	9.9	11.3	10.0	31.5	41.7	6.2	5.3	11.7	17.6	7.9	14.3	8.1	17.3	33.3	8.8	12.4	. .	7.7	. .
	4	3.6	11.3	4.4	24.7	18.7	1.2	1.3	2.6	14.7	1.0	28.6	. .	1.9	. .	50.0	4.5	100.0	. .	. .
	5	2.9	0.4	2.7	22.8	22.9	. .	. .	5.2	26.5	. .	28.5	. .	. .	. .	. .	0.6	. .	. .	. .
	6	0.1	. .	0.1	1.2	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Business............................		45.1	51.8	45.5	51.0	54.6	34.0	39.5	42.6	44.3	34.1	49.4	42.7	37.4	60.7	53.2	51.8	33.3	50.0	55.6
Percentage who ranked it:	1	9.5	6.2	9.2	6.8	7.6	9.6	11.8	7.4	17.7	18.0	3.8	8.9	12.7	14.8	5.6	7.1	. .	. .	20.0
	2	37.6	21.1	36.5	42.9	47.5	21.3	29.4	45.5	34.8	20.2	52.5	28.6	30.9	37.0	23.0	20.4	33.3	. .	. .
	3	36.4	39.6	36.7	37.7	30.6	40.3	26.5	35.5	32.4	40.4	32.5	41.1	41.8	31.5	45.2	30.6	50.0	57.1	40.0
	4	14.4	30.6	15.5	11.6	12.8	23.6	23.5	10.8	13.0	16.9	11.2	16.1	14.6	16.7	23.8	38.8	16.7	42.9	40.0
	5	2.0	2.5	2.0	1.0	1.2	5.2	8.8	0.8	1.7	3.4	. .	5.3	. .	. .	2.4	3.1	. .	. .	. .
	6	0.1	. .	0.1	. .	0.3	. .	. .	. .	0.4	1.1	. .	. .	. .	. .	. .	. .	. .	. .	. .
Teaching............................		60.2	83.3	61.6	52.9	34.4	82.4	72.1	45.4	54.3	82.8	53.1	87.8	74.1	56.2	76.8	90.5	88.9	92.8	77.8
Percentage who ranked it:	1	35.2	29.8	34.8	22.7	24.1	50.8	42.0	34.9	22.2	58.8	20.9	56.5	55.1	16.0	23.1	38.0	6.2	46.1	28.6
	2	44.1	42.4	43.9	55.0	43.0	35.2	41.9	41.9	45.7	31.5	47.7	28.7	31.2	58.0	46.2	36.8	62.5	30.8	57.1
	3	16.1	22.4	16.6	16.5	22.7	11.4	12.9	17.8	26.1	7.4	24.4	13.1	11.9	22.0	24.7	19.9	31.3	15.4	14.3
	4	4.0	4.6	4.1	5.1	8.8	2.2	1.6	3.9	5.0	1.8	7.0	1.7	1.8	4.0	6.0	3.5	. .	7.7	. .
	5	0.6	0.8	0.6	0.6	1.4	0.4	1.6	1.5	1.0	0.5	. .	. .	. .	. .	. .	1.8	. .	. .	. .
	6	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Experiment station or other research		30.4	33.8	30.6	34.2	40.6	12.2	9.3	25.4	52.0	15.3	36.4	10.7	12.9	37.1	46.0	18.0	50.0	28.6	22.2
Percentage who ranked it:	1	13.8	12.0	13.7	11.7	14.1	6.9	12.5	16.7	20.7	7.5	15.2	7.1	. .	6.1	11.9	14.7	11.1	. .	. .
	2	37.3	31.0	36.9	37.9	47.8	14.9	12.5	40.3	40.1	20.0	45.8	7.2	47.4	42.4	41.3	5.9	22.2	. .	. .
	3	34.2	30.4	34.0	36.8	32.2	38.1	37.5	31.9	29.7	37.5	30.5	21.4	26.3	42.4	29.4	23.5	33.4	75.0	100.0
	4	12.0	20.3	12.5	12.1	5.5	25.2	37.5	8.3	9.0	27.5	6.8	50.0	15.8	6.1	15.6	35.3	22.2	25.0	. .
	5	2.4	6.3	2.6	1.4	0.4	12.4	. .	2.8	0.5	7.5	1.7	14.3	5.3	3.0	1.8	20.6	11.1	. .	. .
	6	0.3	. .	0.3	0.1	. .	2.5	. .	. .	. .	. .	. .	. .	5.2	. .	. .	. .	. .	. .	. .

Compiled by Extension Studies and Teaching Section, Extension Service, U.S.D.A.

PRACTICAL EXPERIENCE WHICH CONTRIBUTED TO ABILITY TO DO EXTENSION WORK (CONTINUED)

(Reported by 7,873 extension workers - 1938)

ITEM	Total Whites	Total Negro	Total W & N	White agents					Specialists		White supervisors			Dir's & assts	Negro agts.		Negro supervisors		
				Agr.	Asst. agr.	H.dem	Asst. H.dem	4-H Club	Agr.	H. E.	Agr. agts.	H.D. agts.	4-H work		Agr.	H.dem	Agr. agts.	H.D. agts.	4-H work
Percentage who wrote in other beneficial practical experience:																			
Professional agriculture..........	4.4	0.8	4.2	5.3	9.4	0.1	. .	4.2	8.1	. .	1.8	. .	2.7	4.5	1.7	. .	. .	. .	. .
Percentage who ranked it: 1	23.0	100.0	23.9	15.7	16.9	50.0	. .	8.3	40.5	. .	33.4	. .	50.0	. .	100.0	. .	. .	. .	. .
2	41.4	. .	40.9	45.1	44.1	. .	. .	33.3	37.1	. .	33.3	. .	25.0	25.0	. .	. .	. .	. .	. .
3	25.8	. .	25.5	30.1	28.8	50.0	. .	33.4	13.5	. .	33.3	. .	25.0	50.0	. .	. .	. .	. .	. .
4	8.6	. .	8.5	7.8	10.2	. .	. .	25.0	6.7	. .	. .	. .	. .	25.0	. .	. .	. .	. .	. .
5	0.9	. .	0.9	0.6	. .	. .	. .	. .	2.2	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
6	0.3	. .	0.3	0.7	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Professional home economics.......	1.8	1.5	1.8	. .	. .	6.4	2.3	1.4	. .	7.3	. .	3.8	. .	. .	. .	3.7	. .	. .	. .
Percentage who ranked it: 1	27.9	14.3	27.3	. .	. .	26.4	. .	50.0	. .	36.8	. .	20.0	. .	. .	. .	14.3	. .	. .	. .
2	23.5	14.3	23.1	. .	. .	26.4	. .	25.0	. .	15.8	. .	. .	. .	. .	. .	14.3	. .	. .	. .
3	29.4	42.8	30.0	. .	. .	26.4	100.0	25.0	. .	36.8	. .	40.0	. .	. .	. .	42.8	. .	. .	. .
4	15.5	14.3	15.4	. .	. .	17.0	. .	. .	. .	5.3	. .	40.0	. .	. .	. .	14.3	. .	. .	. .
5	3.7	14.3	4.2	. .	. .	3.8	. .	. .	. .	5.3	. .	. .	. .	. .	. .	14.3	. .	. .	. .
6	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Apprenticeship as assistant agent.	0.8	1.9	0.9	1.2	0.2	0.8	1.2	. .	0.6	. .	1.8	0.8	0.7	. .	2.1	1.6	. .	. .	11.1
Percentage who ranked it: 1	38.1	44.5	38.9	34.3	. .	50.0	. .	. .	14.3	. .	66.7	100.0	100.0	. .	40.0	66.7	. .	. .	. .
2	31.7	11.1	29.2	25.7	100.0	28.6	100.0	. .	57.1	. .	33.3	. .	. .	. .	. .	33.3	. .	. .	. .
3	19.1	33.3	20.8	25.7	. .	14.3	. .	. .	14.3	. .	. .	. .	. .	. .	40.0	. .	. .	. .	100.0
4	7.9	11.1	8.3	11.4	. .	. .	. .	. .	14.3	. .	. .	. .	. .	. .	20.0	. .	. .	. .	. .
5	3.2	. .	2.8	2.9	. .	7.1	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
6	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Extension local leadership........	1.3	. .	1.2	0.6	0.6	2.2	4.6	6.7	0.1	2.7	. .	. .	4.8	. .		. .	. .	. .	. .
Percentage who ranked it: 1	20.6	. .	20.6	5.6	25.0	24.3	25.0	31.6	. .	14.3	. .	. .	14.3	. .	. .	. .	. .	. .	. .
2	28.9	. .	28.9	27.8	50.0	29.8	25.0	26.3	100.0	14.3	. .	. .	28.6	. .	. .	. .	. .	. .	. .
3	30.9	. .	30.9	27.8	25.0	27.0	25.0	26.3	. .	71.4	. .	. .	42.8	. .	. .	. .	. .	. .	. .
4	17.5	. .	17.5	33.3	. .	18.9	25.0	10.5	. .	. .	. .	. .	14.3	. .	. .	. .	. .	. .	. .
5	2.1	. .	2.1	5.5	. .	. .	. .	5.3	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
6	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Other............................	4.9	2.8	4.8	4.4	2.7	3.9	1.2	4.9	7.9	5.4	8.0	5.3	3.4	13.5	3.0	1.0	5.6	7.1	22.2
Percentage who ranked it: 1	23.3	15.4	23.0	8.7	5.9	29.7	. .	21.4	43.7	35.7	. .	14.3	40.0	33.3	14.3	50.0	. .	. .	. .
2	26.9	30.7	27.0	30.7	41.2	18.8	100.0	42.9	23.0	7.2	46.1	14.3	. .	33.3	42.8	. .	. .	. .	50.0
3	29.1	15.4	28.6	38.6	29.4	21.9	. .	28.6	20.7	21.4	30.8	57.1	40.0	16.7	14.3	. .	. .	100.0	. .
4	14.1	15.4	14.2	16.5	5.9	18.7	. .	7.1	8.0	21.4	15.4	14.3	20.0	16.7	14.3	. .	100.0	. .	. .
5	5.8	23.1	6.4	5.5	17.6	7.8	. .	. .	3.4	14.3	7.7	. .	. .	. .	14.3	50.0	. .	. .	50.0
6	0.8	. .	0.8	. .	. .	3.1	. .	. .	1.2	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .

Compiled by Extension Studies and Teaching Section, Extension Service, U.S.D.A.

COURSES SUGGESTED FOR 3 TO 6 WEEKS SPECIAL SUMMER SCHOOL

(Reported by 7,873 extension workers - 1938)

ITEM		Position																		
		Total White	Total Negro	Total W & N	White agents					Specialists		White supervisors			Dir's & assts	Negro agts.		Negro supervisors		
					Agr.	Asst. agr.	H.dem	Asst. H.dem	4-H Club	Agr.	H.E.	Agr. agts.	H.D. agts.	4-H work		Agr.	H.dem	Agr. agts.	H.D. agts.	4-H work
Percentage suggesting any course..........		93.5	98.1	93.8	95.4	93.9	91.5	93.0	94.0	88.7	96.9	98.1	95.4	97.3	96.6	97.5	98.4	100.0	100.0	100.0
Percentage suggesting courses which relate to:																				
Mathematics, statistics................		5.8	13.9	6.3	6.0	8.4	1.9	. .	3.2	10.5	3.4	4.9	4.6	10.2	11.2	17.7	9.0	5.6	21.4	22.2
Percentage ranking subject:	1	6.8	7.7	6.9	5.8	9.4	3.1	. .	. .	11.3	. .	. .	. .	. .	. .	9.5	. .	. .	33.3	. .
	2	16.5	6.2	15.1	12.1	18.9	18.8	. .	11.1	21.7	22.2	25.0	16.7	. .	30.0	9.5	. .	. .	. .	. .
	3	20.9	7.7	19.2	23.7	26.4	15.6	. .	. .	20.0	33.4	12.5	16.7	. .	20.0	11.9	. .	. .	. .	. .
	4	19.1	12.3	18.2	16.8	22.6	15.6	. .	55.6	20.9	. .	12.5	16.7	26.7	10.0	11.9	11.8	100.0	. .	. .
	5	16.7	18.5	17.0	16.2	13.2	25.0	. .	11.1	12.2	33.3	37.5	16.7	33.3	20.0	14.3	23.5	. .	33.3	50.0
	6	10.0	12.3	10.3	15.0	3.8	3.1	. .	11.1	6.1	11.1	. .	16.6	13.3	20.0	9.5	17.7	. .	. .	50.0
	7	5.3	21.5	7.5	4.6	3.8	9.4	. .	. .	6.9	. .	12.5	. .	6.7	. .	19.1	29.4	. .	33.4	. .
	8	4.7	13.8	5.8	5.8	1.9	9.4	. .	11.1	0.9	. .	. .	16.6	20.0	. .	14.3	17.6	. .	. .	. .
Chemistry, physics, agr. and household chemistry..............		6.6	17.1	7.2	8.1	8.8	4.5	8.1	3.2	6.9	2.3	4.3	4.6	6.1	4.5	18.6	14.8	27.8	21.4	. .
Percentage ranking subject:	1	10.7	5.0	9.9	12.9	3.6	8.1	14.3	. .	11.8	16.7	14.3	. .	. .	50.0	6.8	3.6	. .	. .	. .
	2	18.7	11.2	17.7	19.7	21.8	10.8	14.3	22.2	26.3	16.7	. .	. .	11.1	. .	13.6	7.1	. .	33.3	. .
	3	17.7	11.2	16.8	17.2	16.4	25.7	28.5	. .	18.4	. .	. .	33.3	. .	. .	11.4	14.3	. .	. .	. .
	4	20.4	18.8	20.1	18.9	21.8	29.7	. .	44.5	13.2	16.6	14.3	. .	44.5	25.0	18.2	21.4	. .	33.3	. .
	5	13.4	22.5	14.6	13.3	14.6	9.5	. .	. .	11.8	50.0	28.6	33.3	33.3	. .	18.2	32.1	20.0	. .	. .
	6	11.7	21.3	13.1	10.7	16.4	9.4	14.3	11.1	10.5	. .	42.8	33.4	. .	25.0	20.4	17.9	40.0	33.4	. .
	7	4.3	6.2	4.6	3.9	1.8	5.4	14.3	22.2	4.0	. .	. .	. .	11.1	. .	9.1	. .	20.0	. .	. .
	8	3.1	3.8	3.2	3.4	3.6	1.4	14.3	. .	4.0	. .	. .	. .	. .	. .	2.3	3.6	20.0	. .	. .
Biology, botany, zoology, bacteriology, physiology.........		6.4	19.0	7.1	8.4	8.3	3.9	3.5	5.3	6.8	1.9	5.6	0.8	4.8	1.1	24.5	11.6	33.3	7.1	22.2
Percentage ranking subject:	1	6.2	2.2	5.5	4.6	5.8	4.7	. .	20.0	12.2	. .	. .	. .	. .	. .	3.4	. .	. .	. .	. .
	2	19.5	12.4	18.4	22.9	25.0	6.2	. .	13.3	18.9	20.0	22.2	. .	14.3	. .	13.8	9.1	16.7	. .	. .
	3	20.2	15.7	19.5	22.5	15.4	23.4	. .	26.7	16.2	20.0	. .	100.0	. .	. .	19.0	13.7	. .	. .	. .
	4	20.0	13.5	18.9	21.7	21.1	12.5	66.7	6.7	20.3	20.0	33.4	. .	14.3	. .	12.1	13.6	. .	100.0	50.0
	5	14.6	23.6	16.1	14.2	17.3	14.1	. .	13.3	16.2	. .	. .	. .	42.8	. .	25.8	18.2	33.3	. .	. .
	6	9.3	15.7	10.4	5.8	5.8	20.3	33.3	6.7	12.2	20.0	11.1	. .	14.3	. .	12.1	22.7	16.7	. .	50.0
	7	7.6	9.0	7.8	6.7	7.7	14.1	. .	. .	4.0	20.0	33.3	. .	. .	. .	5.2	13.6	33.3	. .	. .
	8	2.6	7.9	3.4	1.6	1.9	4.7	. .	13.3	. .	. .	. .	. .	14.3	100.0	8.6	9.1	. .	. .	. .
Economics, agr. economics, farm manag., marketing, credit........		52.8	56.7	53.0	65.4	59.2	30.9	30.2	46.5	52.6	46.0	69.8	48.1	37.4	74.2	74.7	31.7	83.3	50.0	66.7
Percentage ranking subject:	1	23.6	24.9	23.7	26.9	23.6	15.2	11.5	19.0	27.4	19.2	16.8	4.7	9.1	24.3	27.7	16.7	26.7	14.3	33.3
	2	28.3	32.8	28.6	29.6	33.1	24.8	34.6	23.5	30.4	20.8	24.8	14.3	18.2	22.7	39.5	18.3	26.7	14.3	16.7
	3	23.6	20.7	23.4	23.4	23.1	22.1	19.2	23.5	22.1	29.2	26.5	31.7	32.7	27.3	15.8	33.3	20.0	42.8	16.7
	4	14.4	10.6	14.1	12.5	11.6	20.3	15.4	17.4	11.6	21.7	19.5	28.6	23.7	10.6	9.6	13.3	13.3	. .	16.7
	5	6.4	3.8	6.2	4.6	5.6	10.3	15.4	12.1	5.4	7.5	11.5	9.5	9.1	7.6	3.4	5.0	6.7	. .	. .
	6	2.6	4.5	2.7	2.0	2.7	5.5	3.9	3.0	1.9	1.6	. .	4.8	3.6	4.5	2.3	10.0	6.6	14.3	. .
	7	1.0	2.3	1.1	0.8	0.3	1.8	. .	1.5	1.0	. .	0.9	4.8	3.6	3.0	1.7	1.7	. .	14.3	16.6
	8	0.1	0.4	0.2	0.2	. .	. .	. .	. .	0.2	. .	. .	1.6	. .	. .	. .	1.7	. .	. .	. .

Compiled by Extension Studies and Teaching Section, Extension Service, U.S.D.A.

COURSES SUGGESTED FOR 3 TO 6 WEEKS SPECIAL SUMMER SCHOOL (CONTINUED)

(Reported by 7,873 extension workers - 1938)

ITEM	Position																		
	Total White	Total Negro	Total W & N	White agents					Specialists		White supervisors			Dir's & assts	Negro agts.		Negro supervisors		
				Agr.	Asst. agr.	H.dem	Asst. H.dem	4-H Club	Agr.	H.E.	Agr. agts.	H.D. agts.	4-H work		Agr.	H.dem	Agr. agts.	H.D. agts.	4-H work
Percentage suggesting courses which relate to:																			
Technical agriculture, entomology, pathology	50.5	67.9	51.5	64.6	73.9	31.9	34.9	50.7	44.9	13.4	50.0	29.8	21.1	47.2	84.0	50.3	77.8	28.6	55.6
Percentage ranking subject: 1	29.5	24.6	29.2	31.7	36.2	25.5	23.3	21.5	30.7	2.9	18.5	7.7	12.9	7.1	32.2	11.6	21.4	. .	. .
2	23.6	21.1	23.4	21.8	26.3	28.7	23.3	25.0	23.2	25.7	26.0	17.9	3.2	23.8	23.1	16.8	28.6	. .	20.0
3	19.7	25.6	20.1	20.4	19.6	17.8	23.3	18.1	17.9	34.3	17.3	28.2	29.0	11.9	19.6	38.9	21.4	. .	40.0
4	13.1	13.9	13.2	13.3	9.5	12.3	16.7	18.0	13.4	8.6	16.0	25.6	19.4	16.7	12.1	15.8	21.4	50.0	. .
5	8.1	10.1	8.2	7.3	5.2	9.5	6.7	10.4	9.3	11.4	11.1	7.7	16.1	19.0	7.0	15.8	. .	50.0	20.0
6	3.8	1.9	3.6	3.6	2.8	3.2	. .	5.6	2.7	14.3	7.4	7.7	9.7	16.7	2.5	. .	7.2	. .	. . .
7	1.8	2.2	1.9	1.6	0.4	2.6	6.7	1.4	2.2	. .	3.7	2.6	9.7	2.4	2.5	1.1	. .	. .	20.0
8	0.4	0.6	0.4	0.3	. .	0.4	. .	. .	0.6	2.8	. .	2.6	. .	2.4	1.0	. .	. .	. .	. .
Technical home economics	18.1	39.6	19.4	1.2	1.4	58.9	50.0	17.2	2.5	45.2	3.1	35.1	12.9	13.5	6.8	80.4	5.6	92.8	33.3
Percentage ranking subject: 1	23.7	27.0	24.1	5.6	. .	26.6	30.2	20.4	3.7	18.6	. .	15.2	15.8	8.3	. .	32.2	. .	7.7	. .
2	25.1	34.0	26.2	16.7	11.1	26.5	23.3	30.6	22.2	21.2	. .	19.6	10.5	33.3	12.5	36.8	. .	30.7	33.3
3	21.0	16.8	20.5	22.2	33.4	21.9	20.9	16.3	22.2	14.4	20.0	23.9	10.5	16.7	31.3	14.5	. .	23.1	33.3
4	14.2	11.4	13.8	22.2	33.3	12.2	16.3	18.4	26.0	19.5	60.0	10.9	31.6	. .	12.5	9.9	100.0	23.1	. .
5	9.8	4.3	9.1	13.9	11.1	8.0	4.7	12.3	11.1	19.5	. .	15.2	21.0	16.7	6.2	3.9	. .	. .	33.4
6	4.7	2.2	4.4	11.1	. .	3.9	4.6	2.0	11.1	3.4	20.0	13.0	5.3	25.0	12.5	0.7	. .	7.7	. .
7	1.3	2.7	1.5	8.3	11.1	0.7	. .	. .	3.7	3.4	. .	. .	5.3	. .	12.5	1.3	. .	7.7	. .
8	0.2	1.6	0.4	. .	. .	0.2	. .	. .	. .	. .	. .	2.2	. .	. .	12.5	0.7	. .	. .	. .
Sociology, rural sociology	47.6	66.6	48.7	44.7	39.3	54.6	52.3	53.9	37.1	55.6	53.1	74.0	72.8	61.8	60.3	71.4	83.3	71.4	88.9
Percentage ranking subject: 1	19.2	15.8	18.9	18.7	14.6	20.4	26.7	28.1	16.3	17.2	17.4	16.5	30.8	10.9	16.8	14.8	20.0	20.0	. .
2	26.7	25.7	26.7	26.4	28.0	28.9	24.5	21.6	24.6	29.7	18.6	28.9	29.0	23.6	26.6	23.7	26.6	30.0	37.5
3	25.7	22.8	25.5	25.4	25.9	25.0	31.1	22.9	28.6	29.6	27.9	24.7	18.7	25.5	24.4	19.3	40.0	10.0	37.5
4	15.7	21.9	16.2	16.2	16.2	14.4	11.1	17.0	16.7	13.8	20.9	13.4	10.3	29.1	19.6	25.9	6.7	20.0	25.0
5	7.6	7.1	7.5	7.0	9.7	7.8	4.4	8.5	8.6	4.8	10.5	9.3	5.6	3.6	6.3	8.1	6.7	10.0	. .
6	3.3	4.2	3.4	4.6	2.4	2.1	2.2	1.3	2.7	2.8	4.7	6.2	1.9	5.5	3.5	5.2	. .	10.0	. .
7	1.4	1.9	1.4	1.4	2.4	1.3	. .	. .	1.2	2.1	. .	1.0	2.8	1.8	2.8	1.5	. .	. .	. .
8	0.4	0.6	0.4	0.3	0.8	0.1	. .	0.6	1.3	. .	. .	. .	0.9	. .	. .	1.5	. .	. .	. .
Education, philosophy, psychology	36.4	22.7	35.6	34.7	27.4	30.3	23.2	48.9	38.1	51.3	59.2	52.7	67.3	58.4	24.0	20.6	22.2	21.4	33.3
Percentage ranking subject: 1	20.5	6.6	20.0	18.9	15.7	19.7	30.0	18.0	23.5	26.9	19.8	24.6	27.3	19.2	8.8	5.1	. .	. .	. .
2	26.0	11.3	25.5	24.3	25.0	24.5	20.0	28.1	29.5	24.6	26.0	31.9	34.4	25.0	14.0	10.3	. .	. .	. .
3	21.5	23.6	21.5	21.5	22.1	21.7	20.0	23.0	20.9	20.9	24.0	16.0	21.2	21.2	22.8	20.5	75.0	. .	33.3
4	17.6	17.9	17.6	19.2	21.5	18.3	15.0	16.5	13.4	17.2	20.8	16.0	10.1	17.3	12.3	23.1	25.0	33.3	33.3
5	8.3	14.2	8.5	9.3	8.1	9.2	10.0	8.6	7.9	5.2	5.2	4.3	2.0	15.4	12.3	17.9	. .	33.3	. .
6	4.4	18.9	5.0	4.6	5.8	4.6	5.0	5.8	3.1	4.5	4.2	5.8	4.0	. .	24.6	12.8	. .	33.4	. .
7	1.3	4.7	1.4	1.5	0.6	1.6	. .	. .	1.7	0.7	. .	1.4	. .	1.9	3.5	7.7	. .	. .	. .
8	0.4	2.8	0.5	0.7	1.2	0.4	. .	. .	. .	. .	. .	. .	1.0	. .	1.7	2.6	. .	. .	33.4

Compiled by Extension Studies and Teaching Section, Extension Service, U. S. D. A.

COURSES SUGGESTED FOR 3 TO 6 WEEKS SPECIAL SUMMER SCHOOL (CONTINUED)

(Reported by 7,873 extension workers - 1938)

ITEM	Position																		
				White agents					Specialists		White supervisors			Dir's	Negro agts.		Negro supervisors		
	Total White	Total Negro	Total W & N	Agr.	Asst. agr.	H.dem	Asst. H.dem	4-H Club	Agr.	H. E.	Agr. agts.	H.D. agts.	4-H work	& assts	Agr.	H.dem	Agr. agts.	H.D. agts.	4-H work
Percentage suggesting courses which relate to:																			
History, government, civics...........	5.3	12.0	5.7	5.9	3.3	3.6	4.6	4.9	6.6	4.6	6.2	6.9	8.8	11.2	12.2	10.6	22.2	21.4	. .
Percentage ranking subject: 1	6.8	. .	6.0	6.5	4.8	6.7	25.0	7.1	8.3	. .	. .	22.2	. .	10.0	. .	. .	. .	. .	. .
2	10.4	10.7	10.4	11.2	14.3	5.0	. .	7.1	7.0	33.3	20.0	. .	23.1	10.0	13.8	10.0	. .	. .	. .
3	17.7	1.8	15.8	18.2	19.0	15.0	. .	28.6	23.6	25.0	10.0	. .	. .	10.0	3.5	. .	. .	. .	. .
4	14.9	12.5	14.6	14.7	9.5	11.6	. .	14.3	19.4	16.7	10.0	11.1	23.1	20.0	13.8	10.0	25.0	. .	. .
5	19.5	12.5	18.6	17.0	28.6	21.7	. .	14.3	22.2	. .	20.0	44.5	7.7	40.0	13.8	. .	25.0	66.7	. .
6	15.5	32.1	17.5	15.9	14.3	21.7	25.0	14.3	8.3	16.7	20.0	11.1	30.7	. .	24.1	45.0	25.0	33.3	. .
7	11.4	19.7	12.4	12.4	9.5	11.6	50.0	14.3	7.0	8.3	10.0	11.1	15.4	10.0	17.2	30.0	. .	. .	. .
8	3.8	10.7	4.7	4.1	. .	6.7	. .	. .	4.2	. .	10.0	. .	. .	. .	13.8	5.0	25.0	. .	. .
English, public speaking, journalism...	37.3	38.5	37.4	33.0	32.3	38.9	40.7	41.5	40.4	49.8	35.2	55.0	45.6	51.7	39.7	36.0	38.9	42.8	55.6
Percentage ranking subject: 1	18.8	9.4	18.2	15.6	20.7	20.0	25.7	21.2	26.7	13.9	15.8	9.7	11.9	10.9	9.6	11.8	. .	. .	. .
2	23.2	14.5	22.7	23.4	24.6	24.8	25.7	23.7	22.2	22.3	15.8	16.7	25.4	17.4	9.6	17.6	28.6	16.7	40.0
3	23.4	19.5	23.2	24.2	22.2	23.3	25.7	23.7	22.4	21.5	24.6	16.7	31.3	23.9	18.1	23.5	. .	33.3	. .
4	18.3	23.9	18.6	18.0	18.7	17.9	17.2	17.0	16.3	24.6	21.0	25.0	19.4	19.5	25.5	26.5	14.3	. .	. .
5	9.8	13.3	10.0	11.1	10.3	9.2	5.7	8.5	6.1	11.6	17.5	16.7	6.0	10.9	14.9	10.3	14.3	. .	40.0
6	4.2	11.1	4.6	5.5	1.5	2.8	. .	5.9	4.7	2.3	1.8	6.9	3.0	8.7	13.8	4.4	14.3	33.3	20.0
7	1.9	6.1	2.1	1.8	2.0	1.7	. .	. .	1.4	1.5	3.5	6.9	3.0	6.5	6.4	4.4	28.5	. .	. .
8	0.4	2.2	0.6	0.4	. .	0.3	. .	. .	0.2	2.3	. .	1.4	. .	2.2	2.1	1.5	. .	16.7	. .
Foreign language.......................	0.4	0.6	0.4	0.2	0.3	0.4	1.2	. .	0.8	. .	1.2	. .	0.7	1.1	0.8	0.5	. .	. .	. .
Percentage ranking subject: 1	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
2	10.4	. .	9.4	28.6	. .	. .	. .	. .	11.1	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
3	27.6	. .	25.0	28.6	. .	50.0	100.0	. .	11.1	. .	50.0	. .	. .	. .	. .	. .	. .	. .	. .
4	13.8	. .	12.5	. .	50.0	. .	. .	. .	22.3	. .	. .	. .	. .	100.0	. .	. .	. .	. .	. .
5	13.8	33.4	15.6	28.5	. .	16.7	. .	. .	11.1	. .	. .	. .	. .	. .	. .	100.0	. .	. .	. .
6	17.2	33.3	18.7	. .	. .	16.7	. .	. .	22.2	. .	50.0	. .	100.0	. .	50.0	. .	. .	. .	. .
7	10.3	. .	9.4	14.3	. .	16.6	. .	. .	11.1	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
8	6.9	33.3	9.4	. .	50.0	. .	. .	. .	11.1	. .	. .	. .	. .	. .	50.0	. .	. .	. .	. .
Business admin., office org. and manag.	30.3	49.0	31.4	37.2	26.9	26.8	19.8	28.2	23.6	19.9	30.9	28.2	32.6	23.6	47.7	49.7	50.0	71.4	33.3
Percentage ranking subject: 1	17.3	9.6	16.6	19.0	18.9	18.0	11.8	16.2	15.5	5.8	16.0	5.4	4.2	14.3	6.2	14.9	. .	10.0	. .
2	22.7	11.8	21.7	24.6	24.9	22.2	17.6	18.8	19.0	15.4	30.0	16.2	6.2	28.6	8.9	17.0	. .	10.0	. .
3	20.8	19.7	20.7	20.6	24.8	20.7	17.6	27.5	18.2	26.9	12.0	13.5	29.2	9.5	20.4	18.1	22.3	30.0	. .
4	17.9	24.9	18.5	17.7	13.0	20.9	17.6	8.8	19.4	21.1	18.0	13.5	18.7	9.5	28.3	21.3	22.2	20.0	33.4
5	12.1	18.3	12.7	11.3	10.1	9.4	23.6	16.2	13.2	13.5	16.0	21.7	27.1	28.5	22.1	13.8	22.2	20.0	. .
6	6.4	6.1	6.4	4.8	5.3	5.9	. .	8.8	10.4	13.5	6.0	18.9	12.5	4.8	5.3	5.3	11.1	10.0	33.3
7	2.0	6.1	2.4	1.4	3.0	1.8	5.9	1.2	2.7	3.8	2.0	10.8	2.1	4.8	4.4	8.5	. .	. .	33.3
8	0.8	3.5	1.0	0.6	. .	1.1	5.9	2.5	1.6	. .	. .	. .	. .	. .	4.4	1.1	22.2	. .	. .

Compiled by Extension Studies and Teaching Section, Extension Service, U.S.D.A.

COURSES SUGGESTED FOR 3 TO 6 WEEKS SPECIAL SUMMER SCHOOL (CONTINUED)

(Reported by 7,873 extension workers - 1938)

ITEM		Position																		
		Total White	Total Negro	Total W & N	White agents					Specialists		White supervisors			Dir's & assts	Negro agts.		Negro supervisors		
					Agr.	Asst. agr.	H.dem	Asst. H.dem	4-H Club	Agr.	H.E.	Agr. agts.	H.D. agts.	4-H work		Agr.	H.dem	Agr. agts.	H.D. agts.	4-H work
Percentage suggesting courses which relate to:																				
Program planning		6.3	2.6	6.1	5.3	3.2	6.3	5.8	10.2	5.8	12.6	8.0	9.9	18.4	6.7	1.3	2.1	11.1	14.3	11.1
Percentage ranking subject:	1	20.1	33.4	20.5	19.0	15.0	23.1	. .	27.6	15.6	24.2	15.4	23.1	26.0	. .	33.3	50.0	50.0	. .	. .
	2	31.9	25.0	31.7	28.1	45.0	34.6	80.0	31.0	32.8	33.3	23.1	38.4	22.2	33.3	33.3	. .	50.0	50.0	. .
	3	21.6	8.3	21.3	22.2	35.0	22.1	20.0	17.2	20.3	24.3	15.4	7.7	22.2	16.7	. .	25.0	. .	. .	. .
	4	14.6	16.7	14.6	14.4	. .	11.5	. .	13.8	18.8	9.1	46.1	7.7	22.2	33.3	33.4	25.0	. .	. .	. .
	5	7.1	8.3	7.1	11.8	5.0	2.9	. .	3.4	9.4	. .	. .	15.4	3.7	16.7	. .	. .	. .	50.0	. .
	6	3.4	. .	3.3	2.6	. .	3.8	. .	3.5	3.1	9.1	. .	7.7	3.7	. .	. .	. .	. .	. .	. .
	7	1.1	8.3	1.3	1.9	. .	1.0	. .	3.5	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	100.0
	8	0.2	. .	0.2	. .	. .	1.0	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Extension methods		41.4	45.4	41.6	36.9	34.6	43.1	34.9	37.3	40.4	62.4	65.4	66.4	56.5	66.3	39.2	50.8	44.4	57.1	77.8
Percentage ranking subject:	1	54.6	60.4	55.0	54.8	65.0	54.3	50.0	43.4	49.9	57.7	60.4	57.5	48.2	61.0	51.6	63.6	75.0	87.5	85.7
	2	21.0	18.9	20.9	21.7	17.0	20.4	30.0	23.6	21.9	20.2	20.8	20.7	27.7	10.2	22.6	16.7	12.5	12.5	14.3
	3	13.4	9.4	13.1	12.9	10.6	13.0	16.7	21.7	16.5	9.2	10.4	9.2	14.5	18.6	11.8	9.4	. .	. .	. .
	4	6.5	5.2	6.4	6.3	3.7	7.3	3.3	7.6	7.9	6.7	2.8	9.2	4.8	3.4	6.4	5.2	. .	. .	. .
	5	2.9	2.8	2.9	3.0	2.3	3.4	. .	2.8	2.5	3.7	2.8	2.3	1.2	1.7	4.3	2.1	. .	. .	. .
	6	1.2	0.9	1.2	1.0	0.9	1.3	. .	. .	1.1	2.5	1.9	. .	2.4	5.1	1.1	1.0	. .	. .	. .
	7	0.3	1.4	0.4	0.1	0.5	0.3	. .	0.9	0.2	. .	0.9	1.1	1.2	. .	1.1	1.0	12.5	. .	. .
	8	0.1	1.0	0.1	0.2	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	1.1	1.0	. .	. .	. .
Extension organization		12.9	9.8	12.7	12.0	11.1	14.2	11.6	22.9	10.7	13.8	10.5	15.3	16.3	16.8	10.1	7.9	22.2	21.4	. .
Percentage ranking subject:	1	44.7	41.3	44.5	42.9	48.6	52.3	70.0	49.2	35.9	33.3	23.5	55.0	41.7	20.0	54.2	26.7	25.0	33.3	. .
	2	23.5	13.0	23.0	25.8	25.7	20.9	. .	18.5	22.2	36.1	35.3	20.0	16.7	20.0	8.3	13.3	25.0	33.3	. .
	3	14.9	21.7	15.2	16.8	12.9	12.8	20.0	9.2	18.8	5.6	11.8	10.0	16.7	33.3	20.8	26.7	. .	33.4	. .
	4	8.5	8.7	8.5	8.7	7.1	8.5	. .	9.2	7.7	16.7	5.9	10.0	8.3	. .	8.3	6.7	25.0	. .	. .
	5	4.7	8.7	4.9	3.5	1.4	3.4	10.0	6.2	7.7	5.5	23.5	. .	12.5	6.7	4.2	20.0	. .	. .	. .
	6	3.1	4.4	3.2	2.0	4.3	2.1	. .	6.2	5.1	2.8	. .	5.0	4.1	13.3	4.2	6.6	. .	. .	. .
	7	0.6	2.2	0.7	0.3	. .	. .	. .	1.5	2.6	. .	. .	. .	. .	6.7	. .	. .	25.0	. .	. .
	8	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Extension admin. and supervision		8.7	2.8	8.3	8.4	5.6	8.5	8.1	8.4	9.1	11.9	7.4	12.2	17.7	13.5	2.5	3.2	. .	7.1	. .
Percentage ranking subject:	1	17.1	7.7	16.9	15.4	22.9	15.6	42.9	20.8	21.0	6.4	33.3	18.8	19.2	. .	16.7	. .	. .	. .	. .
	2	25.5	23.1	25.4	27.5	14.3	27.7	42.8	16.7	35.0	9.7	16.7	12.5	15.4	8.3	. .	50.0	. .	. .	. .
	3	25.9	46.1	26.3	24.6	42.8	29.1	. .	16.7	26.0	25.8	25.0	31.2	23.1	. .	66.6	16.7	. .	100.0	. .
	4	17.1	7.7	16.9	19.6	11.4	14.9	14.3	25.0	10.0	25.8	. .	18.8	11.5	58.3	. .	16.7	. .	. .	. .
	5	9.9	7.7	9.9	9.6	5.7	9.2	. .	12.5	5.0	22.6	8.3	12.5	19.2	25.0	16.7	. .	. .	. .	. .
	6	2.6	7.7	2.8	0.8	2.9	2.1	. .	. .	2.0	9.7	8.3	6.2	11.6	8.4	. .	16.6	. .	. .	. .
	7	1.6	. .	1.5	2.5	. .	1.4	. .	4.2	1.0	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
	8	0.3	. .	0.3	. .	. .	. .	. .	4.1	. .	. .	8.4	. .	. .	. .	. .	. .	. .	. .	. .

Compiled by Extension Studies and Teaching Section, Extension Service, U. S. D. A.

COURSES SUGGESTED FOR 3 TO 6 WEEKS SPECIAL SUMMER SCHOOL (CONTINUED)

(Reported by 7,873 extension workers - 1938)

ITEM		Position																	
					White agents					Specialists		White supervisors			Dir's & assts	Negro agts.		Negro supervisors		
		Total Whits	Total Negro	Total W & N	Agr.	Asst. agr.	H.dem	Asst. H.dem	4-H Club	Agr.	H.E.	Agr. agts.	H.D. agts.	4-H work		Agr.	H.dem	Agr. agts.	H.D. agts.	4-H work
Percentage suggesting courses which relate to:																				
Other extension		1.1	1.7	1.1	1.3	1.3	1.4	1.2	0.4	0.4	1.1	0.6	. .	. .	. .	2.5	1.0	. .	. .	. .
Percentage ranking subject:	1	17.5	12.5	17.1	21.1	. .	25.0	. .	. .	. .	. .	. .	. .	. .	. .	16.7	. .	. .	. .	. .
	2	25.0	. .	22.7	28.9	25.0	16.7	100.0	100.0	. .	. .	100.0	. .	. .	. .	. .	. .	. .	. .	. .
	3	13.8	25.0	14.8	10.5	37.5	12.5	. .	. .	. .	33.3	. .	. .	. .	. .	16.7	50.0	. .	. .	. .
	4	22.5	50.0	25.0	15.8	25.0	33.3	. .	. .	25.0	33.3	. .	. .	. .	. .	50.0	50.0	. .	. .	. .
	5	13.7	12.5	13.6	15.8	. .	4.2	. .	. .	75.0	33.4	. .	. .	. .	. .	16.6	. .	. .	. .	. .
	6	7.5	. .	6.8	7.9	12.5	8.3	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
	7	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
	8	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Miscellaneous		5.9	16.3	6.5	1.8	1.9	15.8	18.6	3.5	1.6	11.5	0.6	17.6	6.1	2.2	9.7	25.9	. .	14.3	22.2
Percentage ranking subject:	1	8.5	6.6	8.2	15.1	. .	8.4	6.2	. .	. .	20.0	. .	. .	. .	. .	. .	8.2	. .	. .	50.0
	2	17.4	11.9	16.6	17.0	16.7	18.7	31.3	30.0	11.1	10.0	. .	. .	33.4	. .	. .	18.4	. .	. .	. .
	3	22.7	19.7	22.3	18.9	16.7	25.2	18.8	40.0	27.8	16.7	100.0	8.7	. .	50.0	13.0	22.4	. .	. .	50.0
	4	20.0	18.4	19.7	17.0	25.0	20.2	12.5	20.0	33.3	26.7	. .	13.5	11.1	. .	17.4	18.3	. .	50.0	. .
	5	15.4	18.4	15.8	9.4	25.0	15.3	12.5	. .	16.7	10.0	. .	43.5	. .	50.0	26.1	14.3	. .	50.0	. .
	6	9.6	19.7	11.1	13.2	8.3	8.0	12.5	10.0	11.1	10.0	. .	8.7	33.3	. .	34.8	14.3	. .	. .	. .
	7	4.8	5.3	4.9	5.6	8.3	3.4	6.2	. .	. .	6.6	. .	13.0	22.2	. .	8.7	4.1	. .	. .	. .
	8	1.6	. .	1.4	3.8	. .	0.8	. .	. .	. .	. .	. .	13.0	. .	. .	. .	. .	. .	. .	. .

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8. Based on your experience as an extension worker please rank by a preference vote of 1, 2, or 3, the subject groups in which the training received has been most helpful in your extension work. In a similar way rank the subject groups in which you wish you had taken more work.

Subject group	Found most helpful	Wish you had taken more
A. Mathematics, including statistics		
B. Chemistry and physics		
C. Biology, including botany, zoology, etc		
D. Economics, including agricultural economics		
E. Technical agriculture		
F. Technical home economics		
G. Sociology, including rural sociology		
H. Education, philosophy, and psychology		
I. History, government, and civics		
J. English		
K. Foreign language		
L. Business administration		
M. Other (name)		

9. In your judgment, how important is training beyond a bachelor's degree for an extension worker? Much importance__________ Some__________ Little__________

10. What college courses did you take in extension organization or methods?

____

11. Should such extension courses be provided for prospective extension workers? On the undergraduate level__________; graduate level__________.

12. Should apprenticeship training be provided for prospective extension workers:
Before completing bachelor's degree ______________; how long? ______________;
After completing bachelor's degree ______________; how long? ______________.

13. What practical experience contributed to your ability to do extension work? (Rank importance by voting 1, 2, 3, 4, etc., in that order.)
Farming ____ Homemaking ____ Business ____ Teaching ____ Experiment Station or other research ____ Other (name) ______________________________.

14. List in order of preference specific courses you think should be included in the curricula of the 3 to 6 weeks' special summer schools for extension workers being set up at some of the colleges:

1. ______________________ 5. ______________________

2. ______________________ 6. ______________________

3. ______________________ 7. ______________________

4. ______________________ 8. ______________________

Note: Fill out in duplicate and return both copies to your State Extension Director.

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Preparation and Training of Extension Workers

Survey of 7,873 Extension Employees - 1938

M. C. Wilson and Lucinda Crile

Extension Studies and Teaching Section

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